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ABSTRACT

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on the curriculum design of a comprehensive career guidance program. It is divided into the following five major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; and (5) participant worksheets and handouts which, in this manual, include a list by grade level of all the objectives and competencies identified by the Georgia Comprehensive Career Guidance Project and organized under three domains (interpersonal effectiveness; work and life skills; and life career planning). (See CE 018 130 for the final report of this project.) The four major goals covered by this manual include the following: an awareness of how career development will affect the participants' personal educational setting; an overview of a comprehensive career development system for the elementary school; the skills needed in utilizing a comprehensive rating scale for evaluating student outcomes; and the skills needed in developing activities to meet career development objectives. In addition to the other five staff development training manuals (CE 018 140-44), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

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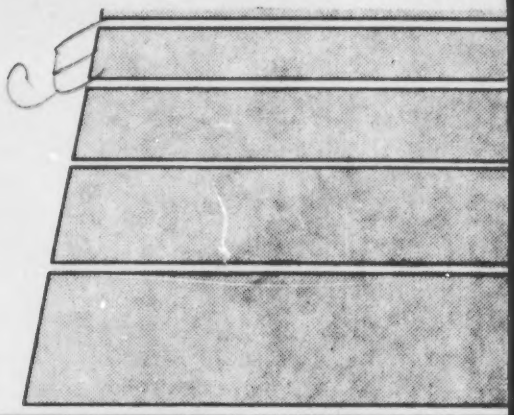

Staff Development K-6

Comprehensive Career Guidance

CAREER GUIDANCE CURRICULUM

CE 018 139

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Staff Development

CAREER GUIDANCE CURRICULUM

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CAREER GUIDANCE CURRICULUM

GOALS

Goal 1: Participants will gain an awareness of how career development will affect their personal educational setting.

Activity 1: Competency based Introductions

Activity 2: Workshop Overview

Activity 3: Focus on Personal ABC's

Activity 4: Focus on Personal Gains

Goal 2: Participants will gain an overview of a comprehensive career development system for the elementary school.

Activity 1: The Domains, Goals, Competencies, and Indicators

Activity 2: "What's (Already) Happening"

Activity 3: Competencies and Indicators

Activity 4: Workshop Competencies and Indicators

Activity 5: Writing Performance Indicators

Goal 3: Participants will learn skills in utilizing a comprehensive rating scale for evaluating student outcomes.

Activity 1: Ratings by Domain

Activity 2: The Developmental Profile

Goal 4: Participants will learn skills in developing activities to meet career development objectives.

Activity 1: Experiencing an Activity

Activity 2: Focus on Steps in Creating Competency-based Activities

Activity 3: Activity Adaptation

Activity 4: Writing an Activity

Activity 5: Closing Exercise

OVERVIEW

Goal	Concepts	Activities	Time	Process	Mode
To gain an awareness of how career development will affect personal educational settings	ABC paradigm, gains	*introducing with competencies	20	writing, sharing	dyads, large group
		*looking at the overview	10	listening	large group
		*focusing on personal ABC's	20	discussing, writing	independent large group
		*focusing on personal gains	20	discussing, writing	small group
To gain an overview of a comprehensive career development system for the elementary school	domains, goals, competencies, performance indicators	*getting familiar with the basic component parts	10	perusing	independent
		*looking at current activities that meet competencies	30	writing, discussing	independent, small group
		*getting familiar with how the competencies and performance indicators are integrated	15	perusing, discussing	independent, small group
		*writing self competencies and indicators for the workshop	30	writing, discussing	independent, small group
		*writing performance indicators	30	concensually deciding, writing	small group

Goal	Concepts	Activities	Time	Process	Mode
To learn skills in utilizing a comprehensive rating scale for evaluating student outcomes	proficiency based rating, developmental profile	*learning the proficiency rating formula and its relationship to the domain areas	20	examining, discussing	small group, large group
		*examining the developmental profile	15	examining, commenting, questioning	small group, large group
To learn skills in developing activities to meet career development objectives	competency-based activity writing, adaptations	*experiencing an activity and examining	45	experiencing, discussing	triads, large group
		*focusing on steps in creating competency-based activities	30	examining	large group
		*adapting an activity to fit individualized situations	30	writing	small group
		*writing an activity	60	writing	small group
		*self-evaluating using ratings	10	evaluating	independent

ACTIVITY DIRECTIONS

Goal 1: Participants will gain an awareness of how career development will affect their personal educational setting.

MATERIALS/EQUIPMENT: 3 X 5 cards for each member, masking tape, participant worksheets 1, 2, newsprint

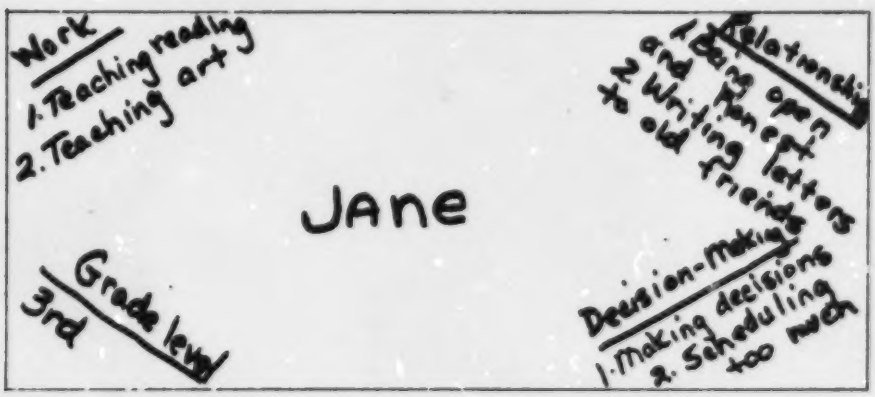
PREPARATION: Have tables for working in grade levels available.

Activity 1: "Competency-based Introductions"

Objective: Participants will gain an awareness of the three domains and the concept of competencies.

Preparation: Have 3 X 5 index cards and masking tape ready. The cards will be used as name tags with the masking tape to hold them on.

Give each participants a card and ask them to put their name in large letters in the middle. From each corner, instruct them to put the following labels: work, relationships, decision-making and grade level. Under each labeled corner, instruct them to put two things: 1) in what area(s) they feel competent (other adjectives might be skilled, good about themselves, comfortable), and 2) in what area(s) they feel not as competent (not as skilled, comfortable, etc.). Do this for the three domain areas and fill in the grade level. See the example below.



It is a good idea to make a sample name card on newsprint using your own name and information based on your personal experience to model openness and to give an example of the task.

Ask participants to fill out their cards individually and then locate a partner to mutually share cards. Ask participants to introduce their partner and share one domain along with the grade level taught.

After introductions, ask the members of the workshop to group themselves according to the following grade levels: K-1; 2-4; and 5-6. If there are other personnel (counselors, principals, special education teachers, etc.) ask them to be with the group(s) that need more members or in the grade level group that the other personnel has had experience or interest in.

Activity 2: "Workshop Overview"

Objective: Participants will learn the main components of the Comprehensive Career Guidance Project.

Preparation: Have an overhead projector and/or chalkboard or newsprint on which to write out the schemata of the project. Read the leader's summary (#1) overview of the CCG.

Present in a lecture form the material in the overview summary. The purpose of this activity is not only to present the rationale and overall picture of the program, but also to prepare the participants for the following exercise.

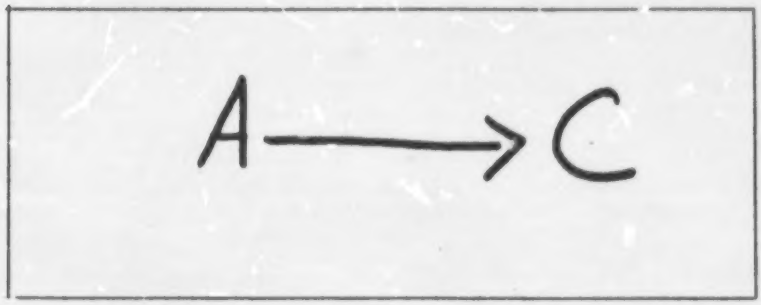
Activity 3: "Focus on Personal ABC's"

Objective: Participants will individually assess their internal thought processes that could create anxiety, frustration, confusion (negative feelings) around the scope and extent of the CCG.

Preparation: Be thoroughly familiar with the following elements of the presentation of the ABC paradigm and have read the leader's summary (#2) on creating feelings.

Following is one way to present the ABC paradigm, adapt it to fit your own style:

"I'm wondering what a lot of you are feeling after you have heard me talk briefly about the three domains, 30 goals, 130 objectives, 774 competencies, rating forms, profiles, etc. My guess is that if I were you, I'd be feeling somewhat anxious and upset. (Put on a chalkboard or newsprint the following:



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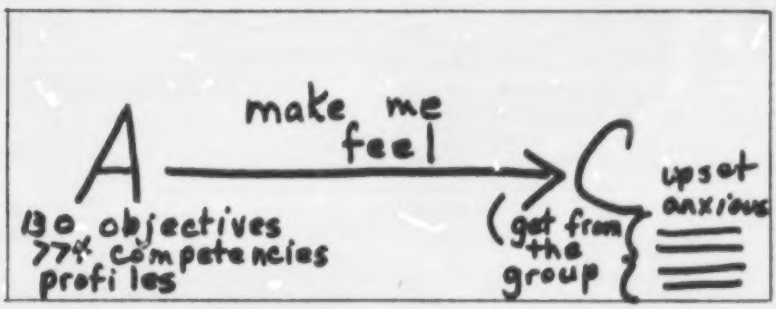
"It certainly would be understandable to say to yourself -- 'Those competencies, forms, etc. are making me feel anxious, upset' -- what are some other feelings you could have? (Elicit from the participants and fill in the A and C parts as below:



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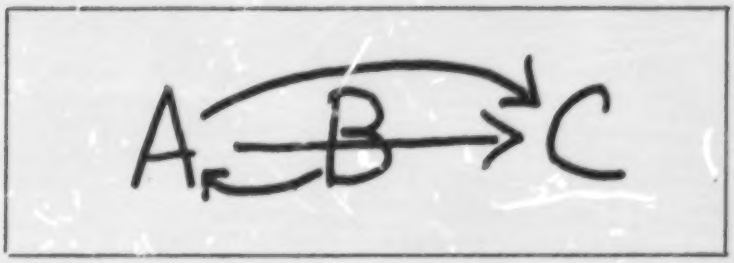
"There is a missing part, though, a middle part that you most likely are quite unaware of -- and that is that out-of-awareness, often fuzzy B part. That B part is what you are saying to yourself about A. The B part (put a B between A and C with arrows



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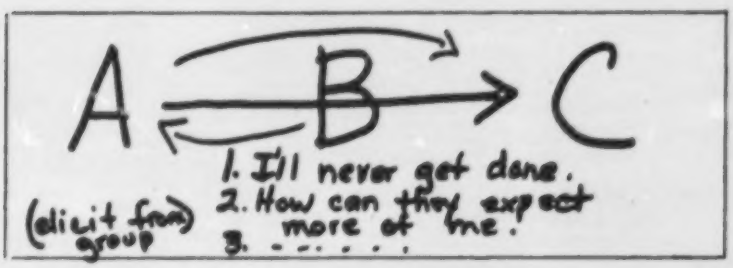
"is like a cassette tape recorder on fast forward. What you say to yourself is so fast and spontaneous that until you tune in to your own internal sentences, they are out of awareness. So, it is not A that CAUSES C, but what you SAY about A in your head that CREATES the feelings at C.



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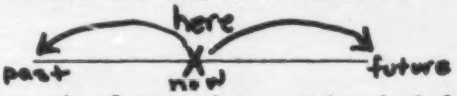
"So now that you are aware of how you may be creating the negative feelings of frustration, anger, confusion, etc., what can you do about it? There are several things: (1) by bringing to awareness your internal sentences you will have already taken an important first step. Thus, the first step is recognizing your feelings and asking yourself, 'What did I say inside to get myself here?' (At this time, ask participants to look at the participant worksheet #2, Activity 2, Goal 1 and to fill out the B part). There are other ways of dealing with B besides awareness. (2) Involved in most internal sentences that create negative feelings are 'catastrophizing' and 'awfulizing' and going into the past and/or into the future. To deal with these involves another part and that is the D or disputing part (go back to the chart and fill in as below:

"Basically, the D part is the disputing of the awfulizing catastrophy-building elements in B. For example, your B internal sentences may be something like 'Oh no, I'll never be able to do all of this' with the addition 'and it's horrible, awful and terrible that I can't.' It may indeed be unpleasant, annoying, and mildly frustrating, but it is not awful, terrible or the end of the world. In addition the words 'never' and 'always' carry an absolute connotation that is seldom true and feeds into the catastrophy-building for creating negative feelings. Finally, if we look at time like this: (draw a line, then an arrow for forward and one backwards



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"When you go into the future in creating bad feelings, usually it is to predict doom and gloom -- e.g. 'This is never going to stop, I'll be working on this forever.' When you go into the past, it is to ruminate on past bad times, goof-ups and failures. -- e.g. 'The last time I took on a new project, I didn't follow-through, etc.' To not create negative feelings, the solution is to stay right here, right now. (Put in the here and now on the time line). Staying in the here and now can be done by focusing on what you are seeing, hearing and feeling right now. When you become aware of going to the future or to the past, refocus and bring yourself back to what is happening now."

As a group, ask participants to share some of their internal sentences they were thinking when the workshop overview was presented. Discuss briefly any questions or comments. This exercise has been found to be an essential component to the workshop and is a companion to the following exercise.

Activity 4: "Focus on Personal Gains"

Objective: Participants will be in a small group brainstorm and list personal benefits from involvement in CCG.

Preparation: Ask participants to consider in their grade-level group what personal "goodies" or gains might be in it for them if they become involved in the CCG program. Instruct

them to brainstorm (not evaluate or throw out ideas, but to list all possibilities). Ask one person to report to the rest of the groups after the lists are completed. This exercise involves participant worksheet 2.

Note to participants that this exercise is the flip side or the positive side of learning a new approach.

GOAL 2: Participants will gain an awareness of a comprehensive career development system for the elementary school.

MATERIALS/EQUIPMENT: Participant worksheets 3, 4, 5 and handout #1, 2.

PREPARATION: Tables for small group work.

Activity 1: "The Domains, Goals, Competencies and Indicators"

Objective: Participants will become familiar with the basic components of a comprehensive career development system.

Preparation: Ask participants to individually look over the domains and goals handout #1, and domains, goals, competencies handout #2 for their appropriate grade level. Instruct them to find the components presented earlier in the overview, i.e. domains, developmental objectives, competencies, to see how they are written and formatted.

Activity 2: "What's (Already) Happening"

Objective: Participants will list activities they are currently doing that meet specific competencies.

Preparation: Ask participants to look at participant worksheet 3 and read the task directions. Instruct the group to look at C under the Human Relations Skills Domain. After everyone has found C, ask them to individually list the competencies, then what activities currently in their classrooms could meet the competencies and finally where in the curriculum the activity is found (social studies, math, reading, etc.). After they have individually filled out their sheets, ask participants to share within their small grade level group and add to their worksheets. As a large group, ask each group to tell whether they found many activities already in use and in what curriculum areas.

Activity 3: "Competencies and Performance Indicators"

Objective: Participants will become familiar with how performance indicators work with the competencies.

Preparation: Ask participants to look at their participant handout #3. Instruct participants to discuss within their group the performance indicators listed and whether the indicators are appropriate for their classroom population.

Activity 4: "Workshop Competencies and Performance Indicators"

Objective: Participants will write individualized competencies and performance indicators for their small group work within grade level groups.

Preparation: Ask the participants to read the task directions for participant worksheet 4. Instruct each participant to do this worksheet for him/herself. Discuss briefly the kinds of competencies necessary to meet the objective. These competencies could include: listens to opinions of others, has opinions and ideas formulated, accepts others' opinions and ideas (plus many others -- these are to help the participants get started). Instruct participants after compiling the competencies to focus on the performance indicators that could help to determine whether the competency has been met. These performance indicators might include: looks at the person talking 80% of the time; shares one idea or opinion during each group task activity; disagrees or agrees without putting down others' ideas.

Ask the participants to share their lists within their grade level group and to use other participants' competencies and indicators if appropriate for themselves.

Activity 5: "Writing Performance Indicators"

Objective: Participants will write performance indicators within a group situation for chosen competencies.

Preparation: Ask participants to turn to their grade level domains, objectives and competencies handout #2. Ask them to select within their small group an objective within the Human Relations Skills domain. Instruct them to turn to the participant worksheet 5 and fill in down through the competencies for the chosen objective. Instruct the groups to then decide as a group what performance indicators

could be used to assess whether the competencies have been met. Ask the groups to select a reporter to share the performance indicators selected to the large group upon completion of the task.

As the small groups report, note how the process of concensus in determining performance indicators is the same process to be used in schools.

GOAL 3: Participants will learn skills in utilizing a comprehensive rating scale for evaluating student outcomes.

MATERIALS/EQUIPMENT: Participant handouts 4, 5, 6 and 2.

PREPARATION: Tables for small group work.

Activity 1: "Ratings by Domain"

Objective: Participants will examine the ratings by domain and learn the formula for rating.

Preparation: Ask participants to look at the Choosing a Degree of Proficiency handout #4. Explain the formula for using the 0-30-60-90% levels of proficiency. Then, ask participants to look at their Competency Rating Scale Form handout #5 for their appropriate grade level. Note to the members that each domain has a separate sheet. Ask participants to check handout #5 with #2 for the match up.

Invite questions, comments and encourage small group discussion and evaluation of the rating process.

Activity 2: "The Developmental Profile"

Objective: Participants will examine the developmental profile form for questions and comments.

Preparation: Ask the participants to examine the developmental profile form, handout #7, within their grade level groups. Ask as a large group for comments, questions, etc.

GOAL 4: Participants will learn skills in developing activities to meet career development objectives.

MATERIALS/EQUIPMENT: 8 x 11 1/2 blank paper, participant worksheets 6 and 4, handouts.

PREPARATION: Tables for small group work.

Activity 1: "Experiencing An Activity"

Objective: Participants will experience an activity written for students.

Preparation: Be thoroughly familiar with the activity plans for the 2-4 Activity Positive Focus. Tell the participants they will be doing an exercise written with CCG-based goals and competencies. Introduce the exercise as suggested in the activity plans. After the rules have been presented and questions answered, ask the participants to comprise their triads with members from different grade level groups, as much as possible. Instruct the participants to put their three chairs in a small tight circle and to spread triads out from each other. After the triads are set up, ask them to select a focus person. Review the rules for the listeners. Begin the two minute cycle. After the two minutes, give approximately two minutes for the listeners to process to the speaker what each heard. Go through the two-minute focus and feedback cycles until each person has been the focus once. To finish this exercise, ask each triad member to share their experience as a listener and a speaker within their small group.

Process this exercise by calling the grade level groups back together and handing out the Positive Focus handout #7 written activity for participant review. Ask participants to pay particular attention to the section on infusion possibilities. Discuss as a large group personal reactions to the exercise and infusion possibilities.

Activity 2: "Focus on Steps in Creating Competency-Based Activities"

Objective: Participants will be exposed to the steps in creating competency-based activities.

Preparation: Be thoroughly familiar with the Steps worksheet. Ask participants to look at their participant worksheet 6. Go through each of the eleven steps individually. Point out that these steps are part of a flowing process and are not rigidly ordered. Pay particular attention to the first step and note how more information in an area can enrich. Note how these steps can be an idea bank for the writing of several activities to meet specific competencies.

Activity 3: "Activity Adaptation"

Objective: Participants will adapt a competency-based activity to fit their particular classroom situation.

Preparation: Ask participants to look at the sample activity for their grade level, participant handout #8. Instruct the participants to go through each part of the activity format and determine if any changes for their personal teaching style, background or classroom population would be appropriate. Instruct to note changes along the left-hand margin.

Activity 4: "Writing an Activity"

Objective: Participants will work together within small groups to concensually create a competency-based activity.

Preparation: Ask participants to turn to their domains-objectives-competencies handout #2. Instruct the groups to pick a domain area and accompanying objective and competency in which they are more unfamiliar. Then, ask the participants to go back to their participant worksheet 6 and write in the agreed-upon competency(ies). Instruct the small groups to discuss and fill in their steps worksheet using the selected competency(ies).

When the groups have completed their steps worksheet, give long 8 x 11 1/2 blank sheets to each participant. Instruct the groups to concensually write an activity based on their selected competency(ies) using the Steps worksheet as a guide. Each group may use any format agreed upon.

Upon completion, ask each group representative to share a brief overview of their group's activity, domain, objective and competency.

Activity 5: "Closing Exercise"

Objective: Participants will rate themselves using the proficiency concept rating scale on their participation within their small groups.

Preparation: Ask participants to turn back to their participant worksheet 4 and to read over their listed competencies and performance indicators. Ask them to focus on the performance indicators and to rate their individual proficiency using the 0-30-60-90 paradigm. Instruct them to make the scale at the bottom of worksheet 4 and to mark the appropriate level.

LEADER'S SUMMARIES

Leader's Summary of the Comprehensive Career Guidance (CCG) Project #1

There are three major domains for this career education program. These are:

DOMAIN - Interpersonal skills

developmental subgoals -Human Relations Skills
-Relating with Significant others
-Self Validation

DOMAIN - Work and Life Skills

subgoals -Daily Living
-Employability
-Work and Leisure Environments

DOMAIN - Life Career Planning

subgoals -Planning Skills
-Educational Environment
-Self Understanding

Following is an overview chart of each domain at all grade levels with the goals, objectives and competencies delineated by number:

Overview Chart

Developmental Level	K-1	2-4	5-6
Interpersonal Effectiveness Domain	9 Goals 14 Objectives 76 Competencies	9 Goals 17 Objectives 97 Competencies	9 Goals 18 Objectives 101 Competencies
Work and Life Skills Domain	11 Goals 22 Objectives 55 Competencies	11 Goals 27 Objectives 75 Competencies	11 Goals 17 Objectives 59 Competencies
Life Career Planning Domain	10 Goals 16 Objectives 64 Competencies	10 Goals 22 Objectives 121 Competencies	10 Goals 17 Objectives 116 Competencies
Developmental Level Totals	30 Goals 52 Objectives 205 Competencies	30 Goals 66 Objectives 293 Competencies	30 Goals 52 Objectives 276 Competencies

Total: 30 Goals * 170 Objectives * 774 Competencies

A summary of schemata involved in the CCG project is presented below:

SCHEMATA

DOMAIN	3
GOALS	30
DEVELOPMENTAL OBJECTIVE	170
COMPETENCIES	774
PERFORMANCE INDICATORS	Locally Determined

Leader's Summary on Creating Feelings #2

A - Activity, action, agent

B - Belief about the activity, action, agent

C - Consequences of behavior and belief

Rational-Emotive Therapy is based upon the belief that emotional disturbances are produced by our illogical or false beliefs about how we should behave in the social world. These false beliefs are inculcated with in us as a result of our ability to symbolically (linguistically) introject our parent's attitudes and identify outselves with them, as well as to introject the attitudes about how we should behave from those significant others in our social environment.

Ellis believes there are two classes of emotive reactions which we experience. The first class of emotive reactions are what Ellis calls feelings. These are essentially reactions to physical sensations which are experienced as either pleasant or painful reactions. Good examples of these kinds of reactions are: burning your hand on a stove, which produces a painful reaction or drinking a cool glass of iced tea after a strenuous game of tennis, which produces a pleasurable reaction. The second class of emotive reactions are what Ellis terms as emotions. Emotions are characterized by sustained thought about an action. Much of what we call emotions are nothing more than a certain kind of bruised, prejudicial, or strongly evaluative kind of thought about some event which directly or indirectly affect us.

Achieving control of our emotions can be accomplished by rigorously challenging our internalized sentences and replacing them with more logical ones. This entails changing our irrational belief structure and replacing it with a more rational and relatively impersonalized belief structure.

One way of starting to control our emotions is to recognize the twelve irrational beliefs which usually lead to self-inhibiting and self-limiting behavior. Once these irrational beliefs are recognized they can be vigorously challenged with their logical equivalents.

Ellis contends that each of these twelve irrational beliefs is founded upon a definitional assumption and each one of them has no basis in empirical fact or common sense. Adherance to these beliefs in almost all cases is at the bottom of a person's irrational self-talk, which actually produces the emotional disturbances that are holding individuals back from achieving adequate adjustments to themselves and life.

The Dozen Irrational Beliefs

Which Create and Maintain Sustained Emotional Dysfunction

1. The belief that it is an absolute necessity for any human being to be loved or approved by virtually every significant other person in the community.

2. The belief that one should be thoroughly competent, adequate, and achieving in all possible respect if one is to consider oneself worthwhile.

3. The belief that certain people are bad, wicked, villainous and that they should be severely blamed, and punished for their villainy.

4. The belief that it is awful and catastrophic when things are not the way one [illegible] very much like them to be.

5. The belief [illegible] human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.

6. The belief that if something is or may be dangerous or fearsome one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.

7. The belief that it is easier to avoid than face certain life difficulties and responsibilities.

8. The belief that one should be dependent on others and needs someone stronger than oneself on whom to rely.

9. The belief that one's past history is an all-important determiner of one's present behavior and that because something once strongly affected one's life, it should indefinitely have a similar effect

10. The belief that one should become quite upset over other people's problems and disturbances.

11. The belief that there is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.

12. The belief that human happiness can be achieved by inertia and inaction.

Rational views on the twelve irrational beliefs are as follows:

1. It would be more advisable and productive for human beings to concentrate on self-respect, or winning approval for practical purposes, and on loving instead of being loved.

2. It is better for human beings to strive to do well for their own sake rather than always trying to better than someone else. It is better to enjoy the activity and to learn from it rather than engaging in it with the hopes that the results will be perfect.

3. Certain acts are socially inappropriate or downright anti-social, and those individuals who perform these acts are behaving out of ignorance or are just stupid. It is better to help them to change their misguided view of life or teach them the proper social behavior than to severely blame or punish them.

4. It is unfortunate that life circumstances are often not as we would like them to be, and it would be advisable to change or control conditions so they become more satisfactory. If the changes or controls are not possible it is better to temporarily accept their existence.

5. Human unhappiness is caused by the way in which we perceive and judge external conditions, not by the external conditions themselves. People make themselves unhappy by their illogical or irrational beliefs about external events.

6. It would be better for humans to face the dangerous situation or feared object or situation and render it non-dangerous. When this is not possible one should accept the inevitable situation and cope with it the best as possible.

7. All human beings must come to grips sooner or later with the tasks and responsibilities of life. The earlier one faces and deals with the tasks of life the more experience one has with solving life's difficulties and the easier it is to accept responsibility for yourself.

8. It is much better to act and think independently for only you are responsible for what you do in life. Essentially the more dependent upon others you are the more dependent you become.

9. One can learn from past experiences, while not being overly attached to or prejudiced by them.

10. It is much better to help another person deal with his problems. It serves no practical purpose to become upset yourself for these are not your problems and what good does becoming upset or disturbed do for the person with problems.

11. There is no such thing as only one right and perfect solution to any problem. There are any number of possible solutions, one may be better than another under given circumstances. It is better to try a number of possible solutions and see which one works best.

12. Humans tend to be happiest when they are virtually absorbed in creative pursuits, or when they are devoting themselves to people or projects outside themselves.

Emotion then does not appear to exist in its own right, as a special and almost mystical entity. Emotions and thinking are intimately interrelated and form one process and are more accurately described as feeling-thoughts.

Human emoting has 3 major origins or pathways and these are:

Feelings 1. Through sensor-motor pathways

Feelings 2. Through biophysical stimulation meditated through the tissues of the central and autonomic nervous systems.

Emotions 3. Through the cognitive processes.

The major focus of Rational-Emotive Therapy is upon the second class of emotive reactions, those of sustained emotions. Sustained emotions are produced by our attitudes and belief about life which are linguistically inculcated within us. Thinking and emoting accompany each other in a tautological manner. This is because human beings are reared in social organizations in which language is the main way in which they communicate their state of physical and emotional well being with themselves and others. This is especially true when we experience sustained emotion. Much of our emotions take the form of self-talk or internalized sentences of an evaluative nature, (We make a cognitive appraisal or judgement. This self-talk frequently becomes our emotions.

A great deal of what we call emotions are essentially an appraisal of cognitive sentiment that is strongly slanted or biased by our previous perceptions and experiences that are highly personalized and are often accompanied by gross psychophysiological body reactions, and that

are likely to induce us into taking some type of action in either a positive or negative direction. The intensity and directions that we take is determined by the kind of self-talk we employ. That is, we usually employ either logical or illogical self-talk. The self-talk is based upon the kinds of assumptions or beliefs we have about our conditions in the world and how the world should behave in relation to us.

Emotional Disturbances

Emotional disturbances are created and maintained as the result of false or illogical beliefs about an individual's status in life or about the individual's relationship with the external social world. These illogical beliefs are developed through early conditioning in life, introjected attitudes and beliefs (verbal indoctrination) and by autosuggestion.

People with emotional dysfunctions create and maintain their disturbance by autosuggestion. They reindoctrinate themselves in their false assumptions about their lack of self-worth by their illogical self-talk. They linguistically hood-wink themselves by developing defined fears and continuation of their illogical beliefs about life.

The defined fears and sentiments are linguistically abstracted rules about what is the proper way of behaving in society or "real social truth" which is based upon false assumptions, which are not connected to physical or social reality.

The emotionally disturbed individual creates his dysfunctional emotional responses by his illogical attitudes about the human condition through his self-talk and defined needs. The disturbed individual's self-talking abilities permit him to forget his real needs, or necessities for human survival; these are invariably of a physical or sensory nature. They consist of such demands as the need for sufficient food, fluids, shelter, health, and freedom from physical pain.

Self-talking permits the emotionally disturbed person to illegitimately translate his psychological desires like the desire for love, approval, success, and leisure into definitional needs. Then once the disturbed individual has defined his desires as his needs, and accepted the false definitions of his parents or peer group; his self-talking abilities beautifully enable him to continue to define his desires in this nonsensical manner even though there is no supporting evidence to back these definitions.

Sustained negative emotions are invariable the result of stupidity ignorance, or disturbances (biophysical imbalances in the brain or somatic tissues). Rarely are a person's sustained negative emotions brought about by an external event. Emotional disturbances, for the most part, generally arise from the individual's conscious or unconscious self-talk about some antecedent event. Thus, it is the false belief or personalized bias about the antecedent event or object which creates and maintains the sustained emotional disturbance.

PARTICIPANT WORKSHEETS

Focus on the ABC's of Feelings

TASK DIRECTIONS

Fill out according to the directions given to you by the workshop leader.

1.

2.

3.

4.

5.

WORKSHEET 1

The "Goodies"

TASK DIRECTIONS

In your small groups, brainstorm the possible benefits teachers could derive from active participation in a competency-based career guidance program.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What's (Already) Happening

TASK DIRECTIONS

In your small group, look at C under Human Relations Skills. Take each competency and brainstorm what you are ALREADY doing that could meet the competencies under the developmental objective. List the competency first, then what activities, and finally where in the curriculum it is located.

CCG COMPETENCY	CURRENT ACTIVITIES--WHAT	CURRICULUM ACTIVITY--WHERE

WORKSHEET 3

Personal Competencies

TASK DIRECTIONS

In your small group, take the developmental objective below and decide what competencies a person would possess to be able to achieve the goal.

Be specific and use descriptors that are clear and observable.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relation Skills: Expressing Opinions and Beliefs

The workshop participants will be able to express opinions, share ideas, give and accept feedback openly, honestly and comfortably.

COMPETENCIES:	PERFORMANCE INDICATORS:

WORKSHEET 4

Performance Indicators

TASK DIRECTIONS

Within your small group, select an objective within the Human Relations Skills domain and fill in the worksheet. Work as a group to decide upon performance indicators to match the competencies.

Developmental Level

Domain:

Goal:

Developmental Objective:

Competencies:

Performance Indicators:

Materials:

Arrangements:

WORKSHEET 5

STEPS IN COMPETENCY - BASED ACTIVITY WRITING

TASK DIRECTIONS

The following are aspects of competency - based activity writing. These are not to be used in a locked in order, but represent a flowing process.

Look at a specific COMPETENCY. -Do I need more information? -If yes, see the Dictionary Thesaurus Journals Consultants, e.g. school Counselor	☐
Focus on your STUDENTS. -What is the age range? -What do they like to do at this age? -What can they do at this age? -What can't they do at this age?	☐
Consider the PROCESS possibilities. -Look at your bank of strategies -Update your bank of strategies Idea books (SPICE, etc.) Professional magazines, journal	☐
Consider the ACTION involved in the strategy. -What activities might be used? -How might the task directions be worded?	☐
Focus on the BASIC SKILLS involved in the action and process. -Look at the possible basic skills used. -Consider the various subject matter concepts covered.	☐

WORKSHEET 6

Look at the INFUSION possibilities. -consider the completed activity as an introduction, development or follow up to the subject matter skills.	
Consider the USEFULNESS of the basic skill. -How is the basic academic skill used in students' or adults' work, leisure, family member, or citizen roles? -How is the CCG competency used in students' or adults' work, leisure, family member, or citizen roles.	
Look at the MATERIALS/RESOURCES involved. -What is needed? -What is available?	
Consider the CLASS GROUPINGS. -How can you give everyone a chance to participate?	
Look at the PREPARATION TASKS for organizing and preparing. -Class groupings -Materials -Resources	
Consider ADAPTATIONS for -Fast finishers -Slow workers	

WORKSHEET 6

Domains and Goals

TASK DIRECTIONS

This is an overview of the three goal areas and accompanying goals. Use this for your information and review.

DOMAIN: INTERPERSONAL EFFECTIVENESS

Goal A: The students will be able to recognize that their behavior toward others affects others' behavior towards them.

Goal B: The students will be able to demonstrate an understanding of the process of making and keeping friendships.

Goal C: The students will be able to demonstrate an understanding of the various methods of expressing their opinions and beliefs.

Goal D: The students will be able to identify socially acceptable behaviors occurring in a group situation.

Goal E: The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

Goal F: The students will be able to recognize the value and process of establishing an effective relationship with their families.

Goal G: The students will be able to achieve feelings of worthwhileness.

Goal H: The students will be able to recognize that they can exercise some control over themselves and their environment.

Goal I: The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

DOMAIN: WORK AND LIFE SKILLS

Goal A: The students will be able to identify consumer skills that are used in daily living.

Goal B: The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

Goal C: The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

Goal D: The students will be able to recognize the value (personal rewards) which comes from a task well done.

Goal E: The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

Goal F: The students will be able to recognize certain personal characteristics that are related to job fields.

Goal G: The students will be able to distinguish between work and leisure time activities.

Goal H: The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

Goal I: The students will be able to recognize that all people perform some type of work.

Goal J: The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

Goal K: The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

DOMAIN: LIFE CAREER PLANNING

Goal A: The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

Goal B: The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

Goal C: The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

Goal D: The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

Goal E: The students will be able to demonstrate effective study and learning skills.

Goal F: The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

Goal G: The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

Goal H: The students will be able to recognize how individual abilities aid in accomplishing different tasks.

Goal I: The students will be able to recognize that learning occurs in all types of life situations.

Goal J: The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

Domains, Objectives, Competencies

TASK DIRECTIONS

Following are all of the domains, objectives, and competencies for K-1. This handout will be used periodically throughout the workshop.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students are able to recognize that their behavior toward others affects others' behavior toward them.

#1. Interpersonal Relationships: The students will be aware of the various interpersonal relationships in their lives.

The students will be able to:

- define interpersonal relationships.
- identify interpersonal relationships with peers.
- identify interpersonal relationships with siblings.
- identify interpersonal relationships with teachers.
- identify interpersonal relationships with parents.
- identify interpersonal relationships with other adults.

2. Responses: The students will be aware of the different types of responses they use in interpersonal relationships.

The students are able to:

- recognize verbal responses.
- identify verbal responses they use in terms of quiet or noisy.
- recognize verbal responses they use as being questions, statements, or exclamations.
- recognize that they use pleasant and unpleasant verbal responses.
- identify the verbal responses they use with peers.
- identify the verbal responses they use with adults.

- recognize nonverbal responses.
  *(i.e. nodding head, clapping, waving, etc.)
- identify nonverbal responses they use in terms of quiet or noisy.
- recognize the nonverbal responses they use.
- recognize that they use pleasant and unpleasant nonverbal responses.
- identify the nonverbal responses they use with peers.
- identify the nonverbal responses they use with adults.

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

#1. Friendship Characteristics: The students will be aware of the skills and characteristics that make up a friendship.

The students are able to:

- define what sharing means.
- recognize that sharing is a characteristic of friendship.
- define ways to solve problems between two people.
- recognize that skill in problem-solving is necessary for friendships.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of various methods of expressing their opinions and beliefs.

#1. Responses: The student will be aware of different types of responses.

The students are able to:

- define what a verbal response is.
- identify verbal responses in terms of statements, questions, or exclamations.
- recognize verbal responses that relate to the topic of discussion.
- define a nonverbal response.
- recognize ways that silence can be used as a response.
- recognize ways that body language can be used as a response.
- recognize that understanding the meaning of nonverbal responses is important.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occurring in a group situation.

1. Group Situations: The students will be aware of various group situations.

The students are able to:

- define the meaning of group.
- identify large groups of which they are members.
- identify small groups of which they are members.
- identify peer groups of which they are members.
- identify mixed (children and adults) groups of which they are members.

#2. Behaviors That Help or Hinder: The students will be aware of those behaviors that help or hinder group cooperation and effectiveness.

The students are able to:

- recognize that listening helps group cooperation and effectiveness.
- recognize that taking turns helps group cooperation and effectiveness.
- recognize that paying attention helps group cooperation and effectiveness.
- recognize that participation helps group cooperation and effectiveness.
- recognize that encouragement helps group cooperation and effectiveness.
  *(encouragement: focusing on assets and strengths to build self-confidence and self esteem.)
- recognize that interrupting hinders group cooperation and effectiveness.
- recognize that not paying attention to others hinders group cooperation and effectiveness.
- recognize that not getting involved hinders group cooperation and effectiveness.
- recognize that discouragement hinders group cooperation and effectiveness.
  * (discouragement: focusing on mistakes and weaknesses to erode self-confidence and self-esteem; discouragement results in negative behavior.)

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

#1. Cooperativeness: The students will be aware of what constitutes cooperativeness.

The students are able to:

- define cooperativeness.
  *(cooperativeness: working together toward a common goal.)
- recognize from examples those situations where cooperativeness is demonstrated.

2. Competitiveness: The students will be aware of what constitutes competitiveness.

The students are able to:

- define competitiveness.
  *(competitiveness: contending with others for profit, prize, or position; a contest.)
- recognize from examples those situations where competitiveness is demonstrated.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and the process of establishing an effective relationship with their families.

1. Roles of Family Members: The students will be aware of the roles of each member of their families.

The students are able to:

- define family.
  *(include each member of a household, whether actually related or not.)
- list various family roles.
  *(i.e. baby, cook, helper, gardener, etc.)
- list the roles of each member in their families.

2. Family Relationships-Their Own: The students will be aware of their family relationships.

The students are able to:

- describe their relationships with their mothers.
- describe their relationships with their fathers.
- describe their relationships with their brothers and sisters.
- describe their relationships with any other persons living with the family, related or not.
- recognize that relationships differ just as individuals differ.

G. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

1. Distinguishing Factors: The students will be aware of factors that distinguish self from others.

The students are able to:

- list physical factors that distinguish self from others.
- list emotional factors that distinguish self from others. *(i.e. cheerfulness, temper, shyness, etc.)
- list social and economic factors that distinguish self from others.
- list intellectual factors that distinguish self from others.

#2. Feeling and Causes: The students will be aware of feelings and their causes.

The students are able to:

- know that sadness is a feeling.
- list what causes them to feel sad.
- know that anger is a feeling.

- list what causes them to feel angry.
- know that happiness is a feeling.
- list what causes them to feel happy.
- know that fear is a feeling.
- list what causes them to feel afraid.
- know that being proud is a feeling.
- list what causes them to feel proud.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

#1. Affecting Things and Others: The students will be aware that they affect things and others around them.

The students are able to:

- describe how they affect things and others in the classroom.
- describe how they affect things and others in their homes.
- describe how they affect things and others in their neighborhoods.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. People: Alike or Different. The students will be aware of ways that people are alike and/or different from them.

The students are able to:

- define like and different.
- identify some basic personal characteristics *(i.e. eyes, mouth, hair color, height, etc.)
- identify some personal characteristics of others.
- identify ways they are like and different from others.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

1. The Consumer: The students will be aware of what a consumer is and what he/she does.

The students are able to:

- define consumer.
  *(consumer: a person who buys or uses things.)
- list what a consumer does.
- recognize themselves as consumers.
- recognize family members as consumers.

B. Daily Living: School Relevancy:

The students will be able to identify the relevancy of school subject matter and the school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social experiences at their grade level.

The students are able to:

- list school social experiences they encounter at their grade levels.
- list school academic experiences they encounter at their grade levels.

2. School Relates to Family: The students will be aware of how school academic and social experiences relate to the activities of family members in the home.

The students are able to:

·list their family members.

·identify the activities of their family members.

·identify a home activity they engage in which uses school academic or social experiences.

·identify a home activity an adult engages in which uses a school academic or social experience.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

1. Participation: The students will be aware of activities in which they can participate.

The students are able to:

·list those acitivites in which they can participate.

·identify from examples those things they can do.

D. Task Responsibility/Employability: Value From Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

1. Ability To Accomplish Tasks: The students will be aware of tasks that they are able to accomplish.

The students are able to:

·list those tasks that they are able to accomplish.

·identify from examples those things they can accomplish.

·define reward.

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

1. Tasks: The students will be aware of tasks carried out by themselves.

The students are able to:

- list those tasks that they carry out themselves.
- identify from examples those tasks they can carry out themselves.

#2. Task Purpose: The students will be aware of the purpose of those tasks carried out by themselves and others.

The students are able to:

- recognize the purposes of those tasks they can accomplish.
- recognize from examples the purposes of those tasks others accomplish.

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students will be able to recognize certain personal characteristics that are related to job fields.

#1. Jobs: The students will be aware of various jobs.

The students are able to:

- list several jobs performed in their community.
- recognize that there are product-oriented and service-oriented occupations.
- identify some product-oriented occupations.
  *(product-oriented occupations: jobs in which workers make or repair things.)

•identify some service-oriented occupations.
*(service-oriented occupations: jobs in which workers do things for us.)

G. Work and Leisure Environment: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Work: The students will be aware of what work means.

The students are able to:

•define work.

•identify examples of work from situations presented to them.

2. Leisure: The students will be aware of what leisure means.

The students are able to:

•define leisure (or free time).

•identify examples of leisure from situations presented to them.

3. Work Activities: The students will be aware of various work activities.

The students are able to:

•list work activities involving themselves.

•list work activities performed by others.

4. Leisure Activities: The students will be aware of various leisure time activities.

The students are able to:

•list leisure activities involving themselves.

·list leisure activities performed by others.

H. Work and Leisure Environment: Respect For Work Done Well

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

1. Work Roles of Those Around Them: The students will be aware of the work roles of people around them.

   The students are able to:

   ·identify various people with whom they are involved.

   ·define work role.

   ·list work roles of people around them.
   *(i.e. teachers, custodian, cook, etc.)

2. Work Roles Purposes: The students will be aware that each work role has a purpose.

   The students are able to:

   ·list the purposes of the work roles of the people around them.

   ·list the purposes of their work roles as students.

#3. Respect: The students will be aware of the meaning of respect.

   The students are able to:

   ·define respect.

   ·recognize ways others show respect toward them.

   ·recognize ways they may show respect toward others.

   ·recognize situations in which respect is being given.

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

1. Work: The students will be aware of what work means.

The students are able to:

·define work.

·identify from situations presented to them examples of work.

#2. Work Activities: The students will be aware of various work activities.

The students are able to:

·list various work activities.

·list work activities in which they are involved.

3. Family Members Work: The students will be aware that family members work.

The students are able to:

·identify the members of their families.

·identify the work that each family member does.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

#1. Change: The students will be aware that change does take place throughout their lives.

The students are able to:

·define change.

·describe the changes that have and are taking place in their lives.

2. Worker: The students will be aware of what a worker is.

The students are able to:

·define worker.

·identify workers from examples given to them.

K. Work and Leisure Environments: Interests and Abilities Relate to Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Jobs: The students will be aware of various jobs.

The students are able to:

·list several jobs performed in their community.

#2. Job Fields Relate: The students will be aware that some job fields relate to other job fields.

The students are able to:

·recognize that there are product-oriented and service-oriented occupations.

·identify some product-oriented occupations.
*(product-oriented occupations: jobs in which workers make or repair things.)

·identify some service-oriented occupations.
›(service-oriented occupations: jobs in which workers do things for us.)

·list some job fields that are related (go together).
*(i.e. doctors-nurses, park ranger-farmer, etc.)

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Attitudes and Values: The students will be aware of what attitudes and values are.

The students are able to:

- define attitude.
  *(attitude: a mood or feeling toward something, usually in positive or negative terms.)

- define value.
  *(value: something that a person values is something that is very important to that person.)

#2. Everyone Has Attitudes and Values: The students will be aware that attitudes and values exist for everyone.

The students are able to:

- identify the attitudes of their classmates on a particular subject.

- identify their own attitudes toward that subject.

- identify the value placed on an object by their classmates.

- identify the values they themselves place on that object.

B. Planning Skills: Decisions Made By Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Decision-Making: The students will be aware of what decision-making means.

   The students are able to:

   - define decision-making.
   - recognize from examples decision-making situations.

#2. Everyone Makes Decisions: The students will be aware that everyone makes decisions.

   The students are able to:

   - list decisions that they make themselves.
   - list decisions that their parents make.
   - list decisions that their teachers make.
   - list decisions that their classmates make.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

#1. Decision-Making: The students will be aware of what decision-making means.
*(This objective is the same as Goal B, Objective #1.)

   The students are able to:

   - define decision-making.
   - recognize from examples decision-making situations.

2. Everyone Makes Decisions: The students will be aware that everyone makes decisions.
*(This objective is the same as Goal B, Objective #2.)

   The students are able to:

   - list decisions that they make themselves.

- list decisions that their parents make.
- list decisions that their teachers make.
- list decisions that their classmates make.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to a more effective performance than does chance or the "trial and error" approach to a task.

1. Planning Process: The students will be aware of the planning process.

   The students are able to:

   - define the planning process.
   - identify from situations presented to them examples of planning.

2. Trial and Error: The students will be aware of the trial and error approach to a task.

   The students are able to:

   - define what is meant by trial and error.
   - identify from situations presented to them examples of the trial and error approach to tasks.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

1. Study and Learning Skills: The students will be aware of what constitutes effective study and learning skills.

The students are able to:

- define skill.
- recognize that reading and reading comprehension are effective study and learning skills.
- recognize that writing is an effective study and learning skill.
- recognize that listening is an effective study and learning skill.
- recognize that attentiveness is an effective study and learning skill.
- recognize that the ability to question is an effective learning skill.

F. Educational Environment: Using Listening and Speaking Skills

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

#1. Listening Skills: The students will be aware of listening skills and how to use them in the classroom.

The students are able to:

- define listening (as opposed to hearing).
- recognize that attentiveness is a prerequisite for listening.
- identify situations where attentiveness occurs in the classroom.
- recognize that knowing when to listen and when to speak (timing) occurs in the classroom.
- identify situations where knowing when to listen and when to speak (timing) occurs in the classroom.
- recognize that listening for the content of the speaker's message is a helpful skill.

- identify situations where listening for the content of the speaker's message occurs in the classroom.

- recognize that listening to remember is a helpful skill.

- identify situations where listening to remember occurs in the classroom.

2. Speaking Skills: The students will be aware of speaking skills and how to use them in the classroom.

The students are able to:

- define speaking in relation to speaking skills.
  *(i.e. to express oneself, verbally relay a message, as opposed to babbling, etc.)

- recognize that preliminary skills are necessary before actual verbalization.
  *(i.e. raise their hands to get attention, wait until their turn to speak, responding when spoken to, etc.)

- identify situations in the classroom where these preliminary skills occur.

- recognize that speaking distinctly is a helpful skill.

- identify situations in the classroom where speaking distinctly proves helpful.

- recognize that speaking with an adequate voice level is a helpful skill.
  *(i.e. not too loudly, not too softly.)

- identifying situations in the classroom where an adequate voice level proves helpful.

- recognize that responding appropriately is a helpful speaking skill.

- identify situations where responding appropriately occurs in the classroom.

- recognize that contributing to the topic at hand is a helpful speaking skill.

- identify situations where contributing to the topic at hand occurs in the classroom.

G. Educational Environment: Evaluating Ability, Progress, and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

#1. Evaluation: The students will be aware of various methods of evaluation.

The students are able to:

- define evaluation.
- identify various ways of evaluating.
- recognize that evaluation takes place in their classroom.
- recognize ways that evaluation takes place in their classroom.

H. Self Understanding: Individual Abilities Aid in Task Accomplishment

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

#1. Abilities: The students will be aware of the abilities of themselves and others.

The students are able to:

- define ability
  *(ability: the power or skill to do some special thing.)
- identify abilities found in classmates
- identify abilities found in themselves.

I. Self Understanding: Learning In Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. Learning: The students will be aware of what constitutes learning.

The students are able to:

- define learning as being able to do anything they could not do before.
- identify various learning sitautions.

#2. Learning In Their Lives: The students will be aware that learning takes place in their daily lives.

The students are able to:

- list learning situations that occur for them at school.
- list learning situations that occur for them at home.
- list learning situations that occur in the community.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

#1. Interests and Capabilities: The students will be aware of their interests and capabilities.

The students are able to:

- define interests.
- define capabilities.
- identify from examples those situations which involve interests.
- identify from examples those situations which involve capabilities.

Domains, Objectives, Competencies

TASK DIRECTIONS

Following are all of the domains, objectives, and competencies for 2-4. This handout will be used periodically throughout the workshop.

HANDOUT #2

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students will be able to recognize that their behavior toward others affects others' behavior towards them.

#1. Type of Responses: The students will understand the different types of responses they use in interpersonal relationships.

The students are able to:

- recognize that there can be verbal or nonverbal responses.
- define verbal responses.
- provide examples of their quiet verbal responses.
- provide examples of their noisy verbal responses.
- interpret the verbal responses they give as statements, questions, or exclamations.
- compare and contrast the verbal responses they give in terms of pleasantness and unpleasantness.
- provide examples of the kinds of verbal responses they use with peers.
- provide examples of the kinds of verbal responses they use with adults.
- define nonverbal responses in terms of silence, body language, etc.
- provide examples of the types of nonverbal responses they give.
- provide examples of their quiet nonverbal responses.
- provide examples of their noisy nonverbal responses.
- compare and contrast their nonverbal responses in terms of pleasantness and unpleasantness.

- provide examples of the kinds of nonverbal responses they use with peers.

- provide examples of the kinds of nonverbal responses they use with adults.

- recognize that any response is based on the interpretation of what was being communicated.

2. Actions of Others Affect Behavior: The students will be aware how the actions of others affect their behavior.

   The students are able to:

   - list various actions of other classmates.

   - recognize how the actions of others affect their feelings (emotions).

   - recognize how the actions of others affect their decisions.

   - recognize how the actions of others affect their conduct.

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

1. Friendship Characteristics: The students will understand what skills and characteristics make up a friendship.

   The students are able to:

   - recognize that sharing is a characteristic of friendship.

   - give examples of situations where sharing occurs in friendship.

   - recognize that skill in problem-solving is necessary for friendship.

   - give examples of situations where problem-solving occurs in friendship.

- define trust.

- give examples of situations where trust occurs as a characteristic of friendship.

- define genuineness.

- give examples of situations where genuineness occurs in friendship.

- define loyalty.

- give examples of situations where loyalty occurs in friendship.

#2. Making and Keeping Friendships: The students will be aware of the process of making and keeping friendships.

The students are able to:

- recognize that caring about others is a basic key to making and keeping friendships.

- recognize that a desire for friendship is a requirement for making and keeping friendships.

- list ways they can initially act friendly as a means of making new friendships.
  *(i.e. speaking kindly, being genuinely interested; sharing activities, experiences, feelings, etc.)

- recognize that the development of trust and the development of loyalty are ways of keeping friendships.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

1. Opinions, Beliefs, and Facts: The students will be aware of what constitutes an opinion, a belief, and a fact.

The students are able to:

- define opinion.
- recognize from examples which are opinions.
- define belief.
- recognize from examples which are beliefs.
- define fact.
- recognize from examples which are facts.
- identify the relative strength of feelings that is associated with an opinion, a belief, and a fact.

2: People Have Opinions and Beliefs: The students will be aware that all people have opinions and beliefs.

The students are able to:

- list the opinions of several people on one topic.
- list their own opinions on that same topic.
- list the beliefs of several people on one topic.
- list their own beliefs on that same topic.

#3. Methods of Expression: The students will be aware of the various methods of expressing opinions and beliefs.

The students are able to:

- list verbal methods of expressing opinions and beliefs.
- list nonverbal methods of expressing opinions and beliefs.
- recognize those methods of expression which encourage others to listen.
- recognize those methods of expression which encourage others to respond.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occuring in a group situation.

#1. Behaviors That Help or Hinder: The students will understand those behaviors that help or hinder group cooperation and effectiveness.

The students are able to:

- explain how listening helps group cooperation and effectiveness.
- explain why taking turns helps group cooperation and effectiveness.
- explain how paying attention helps group cooperation and effectiveness.
- give examples of ways that participation helps group cooperation and effectiveness.
- explain why encouragement helps group cooperation and effectiveness.
  *(encouragement: focusing on assets and strengths to build self-confidence and self-esteem.)
- explain why interrupting hinders group cooperation and effectiveness.
- explain how ignoring others hinders group cooperation and effectiveness.
- give examples of situations where not getting involved hinders group cooperation and effectiveness.
- explain how discouragement hinders group cooperation and effectiveness.
  *(discouragement: focusing on mistakes and weaknesses to erode self-confidence and esteem.)

2. Rights of Self and Others: The students will be aware that those behaviors which help the group to function include observing the rights of self and others.

The students are able to:

- define the rights of self in a specific group.
- define the rights of others in the same specific group.

- recognize how observing the rights of self and others helps group cooperation and effectiveness.

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

1. Effects of Cooperativeness: The students will be aware of the results of cooperativeness.

The students are able to:

- define cooperativeness.
  *(cooperativeness: working together toward a common goal.)
- recognize some helpful results of cooperativeness.
- recognize some harmful results of cooperativeness.
  * (i.e. a person not learning because others are doing too much for him, etc.)

2. Effects of Competitiveness: The students will be aware of the results of competitiveness.

The students are able to:

- define competitiveness.
  *(competitiveness: contending with others for profit, prize, or position; a contest.)
- recognize some helpful results of competitiveness.
- recognize some harmful results of competitiveness.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and process of establishing an effective relationship with their families.

#1. Process of Establishing Effective Family Relationships.
The students will be aware of the process of establishing effective family relationship.

The students are able to:

- define an effective family relationship.
- identify the belief that all persons are equal in worth and dignity as a part of the process of establishing effective family relationships.
- recognize that respect is a part of the process of establishing effective family relationships.
- recognize that listening is a part of the process of establishing effective family relationships.
- recognize that communication skills are necessary for the process of establishing effective family relationships.
- recognize that cooperation is a part of the process of establishing effective family relationships.
- recognize that regular family meetings can be a helpful part of the process of establishing effective family relationships.
  *(reference: Raising a Responsible Child or the S.T.E.P. Parent's Handbook, both by D. Dinkmeyer, and G. McKay.)

G. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

#1. Activities: The students will be aware of the activities they perform that make them feel worthwhile.

The students are able to:

- identify those physical activities they perform that make them feel worthwhile.
  *(i.e. during recess, during P.E., etc.)
- identify those activities they perform at school that make them feel worthwhile.
- identify those activities they perform at home that make them feel worthwhile.

- identify those social activities they perform that make them feel worthwhile.

2. Personal Characteristics: The students will be aware of personal characteristics that make them feel worthwhile.

The students are able to:

- identify some physical, emotional, intellectual, and social characteristics.
- list characteristics that they possess.
- recognize which personal characteristics make them feel worthwhile.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

#1. Control Over Self: The students will be aware of situations where they have some control over themselves.

The students are able to:

- define control.
- identify situations where they have some control over themselves physically.
- identify situations where they have some control over themselves intellectually.
- identify situations where they have some control over themselves socially.
- identify situations where they have some control over themselves emotionally.

2. Control Over Environment: The students will be aware of situations where they have some control over their environment.

The students are able to:

- define control.
- define environment.
- identify situations where they have some control over their school environment.
- identify situations where they have some control over their home environment.
- identify situations where they have some control over their community environment.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. Behavior Patterns and Abilities in Self and Others: The students will be aware of characteristic behavior patterns and abilities in other individuals and in self.

The students are able to:

- define the term "characteristic behavior patterns" as the ways a person usually acts.
- define a characteristic ability as something a person does often and does well.
  *(i.e. jumping rope, writing stories, drawing pictures, etc.)
- list some characterstic behavior patterns that are found in others.
- list some characteristic abilities that are found in others.
- list some characteristic behavior patterns that are found in self.
- list some characteristic abilities that are found in self.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

#1. Consumer Skills They Use: The students will be aware of the consumer skills that they use in their own daily living.

The students are able to:

- recognize themselves as consumers.
- list the products that they buy.
- recognize that the ability to understand money and to make change are consumer skills they use.
- know that recognition of quality of merchandise in buying is a consumer skill they use.
- recognize that the ability to compare and contrast is a consumer skill they use.
- recognize that the determination of need or priority is a consumer skill they use.
- recognize that the ability to determine the appropriate place of purchase is a consumer skill they use.
  *(i.e. shoes from a shoe store, food from a grocery store, etc.)

B. Daily Living: School Relevancy

The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social experiences at their grade level.

The students are able to:

- list the school academic experiences they encountered at their grade level.

- list the school social experiences they encounter at their grade level.

#2. School Relates to the Citizen: The students will understand how school academic and social experiences relate to the role of citizen in a community.

The students are able to:

- list the activities of a citizen.
  *(i.e. voting, buying, etc.)

- match school academic experiences to the citizen activities where they are used.

- match school social experiences to the citizen activities where they are used.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

#1. Others Need Help: The students will be aware of activities in which others need their help.

The students are able to:

- list activities in which others need their help.

- identify activities they can help others accomplish.

D. Task Responsibility/Employability: Value from Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

1. Tasks They Do Well: Of the tasks they are able to accomplish, the students will be aware of those they do well.

   The students are able to:

   - list those tasks that they are able to accomplish.
   - recognize the tasks that they are able to do well.

2. Criteria For Successful Task Accomplishment: The students will be aware of their personal criteria for successful task accomplishment.

   The students are able to:

   - define a job well done on a personal level.
   - list their personal criteria used to determine whether or not the job was well done.
     *(i.e. feelings, recognition by others, beauty, etc.)

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

1. Tasks: The students will be aware of tasks carried out by themselves and others.

   The students are able to:

   - list those tasks that they carry out themselves.
   - identify from examples those tasks that they can carry out themselves.
   - list tasks that are carried out by others.
   - identify from examples those tasks that are carried out by others.

2. Task Purpose: The students will understand the purpose of those tasks carried out by themselves and others.

The students are able to:

- explain the purposes of those tasks they carry out themselves *(i.e. tell why they do it, etc.)
- explain the purposes of those tasks carried out by others. *(i.e. tell why the tasks are done, etc.)

#3. Process In Task Accomplishment: The students will be aware of the major processes in task accomplishment.

The students are able to:

- recognize that planning is a factor in the process of task accomplishment.
- recognize that acting or doing is a factor in the process of task accomplishment.
- recognize that evaluating is a factor in the process of task accomplishment.
- recognize that acting or redoing is sometimes a factor in successful task accomplishment.

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students are able to: recognize certain personal characteristics that are related to job fields.

1. Job Categories: The students are aware of various job categories.

The students will be aware of:

- list the four divisions of the U.S.O.E. Classification System.

describe the four divisions of the U.S.O.E. Classification System in their own language.

U.S.O.E. Classification System

Divisions	Clusters
Service Group	Consumer Education and Homemaking Public Services Personal Services Hospitality and Recreation
Business Group	Business and Office Manufacturing Marketing and Distribution Transportation Construction
Science Group	Health Environmental Control Agri-business and Natural Resources Marine Science
Communication Group	Communications and Media Fine Arts and Humanities

2. Personal Characteristics: The students will be aware of various personal characteristics.

The students are able to:

- define personal characteristics as ways a person looks, ways a person usually acts, and personal likes and dislikes.

- list some personal characteristics of another person.
  *(i.e. in terms of ways he/she looks, ways he/she usually acts, and likes and dislikes.)

- list some personal characteristics of themselves.
  *(i.e. in terms of the way they look, the way they usually act, and likes and dislikes.)

#3. Characteristics Relate to Jobs: The students will be aware of how some personal characteristics can relate to job fields.

The students are able to:

- list personal characteristics that might go with a given job in terms of looks, usual actions, and likes and dislikes.
  *(i.e. construction equipment operator: (1) looks - big, strong; (2) usual actions-physically active, likes to be outside; (3) likes and dislikes-prefers working with machines, etc.)

G. Work and Leisure Environments: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Work and Leisure: The students will understand the difference between work and leisure.

The students are able to:

- explain what work is.

- explain the purpose of work.

- explain what leisure is.

- explain the purpose of leisure.

- contrast the meanings and purposes of work and leisure.

2. Work Roles: The students will be aware of various work roles.

   The students are able to:

   - list their various work roles.

   - list some work roles of others.

   - identify from examples those that represent work roles.

3. Leisure Roles: The students will be aware of various leisure roles.

   The students are able to:

   - list their various leisure roles.

   - list some leisure roles of others.

   - identify from examples those that represent leisure roles.

4. Work and Leisure Activities Change: The students will be aware of how their work and leisure time activities have/are/and will change.

   The students are able to:

   - list their work activities at different age levels.

   - list their leisure activities at different age levels.

   - recognize that change in work and leisure activities has occured.

   - list their possible future work activities.

   - list their possible future leisure activities.

   - recognize that change in work and leisure activities might occur.

H. Work and Leisure Environments: Respect for Work Well Done

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

1. Purposes of Work Roles: The students will be aware of the purposes of various work roles.

   The students are able to:

   - list several work roles.
   - recognize the purposes of some work roles.

2. Effects of Quality Work: The students will understand the effects of quality work.

   The students are able to:

   - define their criteria for determining quality work.
   - give examples of quality work.
   - explain about some of the effects of quality work.

#3. Respect: The students will be aware that respect is due others for work that is well done.

   The students are able to:

   - define respect.
   - recognize situations where people deserve respect.
   - recognize situations where people deserve respect for work well done.

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

#1. Work: The students will understand what work means.

The students are able to:

- explain the meaning of the word work.
- give examples of work situations.

2. How They and Others Work: The students will be aware of how they and other students work.

The students are able to:

- list their work activities.
- list some work activities of other students that differ from theirs.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

1. Work Role: The students will be aware of what "work role" means.

The students are able to:

- define the term work role.
- list their own work roles.
- list some work roles of others.

2. Career: The students will be aware of what constitutes a career.

The students are able to:

- define the word career.
- identify careers from examples presented to them.

#3. Change In Work Roles: The students will be aware that a change in work roles can take place during one's career.

The students are able to:

- list changes that can take place in work roles during a career.
- recognize some situations where work roles have changed during a career.

K. Work and Leisure Environments: Interests and Abilities Relate To Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Job Clusters: The students will be aware of various job clusters.

The students are able to:

- recognize jobs related to the four divisions and fifteen job clusters of the U.S.O.E. Classification System.
  *(See the U.S.O.E. Classification System Chart under Goal F, Objective 1.)

2. Jobs Relate to Other Jobs: The students will understand that some jobs relate to other jobs.

The students are able to:

- name several jobs that are in the same cluster.
- explain why and how these jobs are related.

#3. Interests and Abilities Relate to Jobs: The students will be aware of how interests and abilities relate to job clusters.

The students are able to:

- list some interests and abilities of people who hold jobs in various clusters.

- identify some interests and abilities of people who hold jobs within the same cluster.

- recognize that interests and abilities are related to job clusters.

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Attitudes and Values: The students will understand what attitudes and values are.

The students are able to:

- define attitude.
  *(attitude: way of thinking, acting, or feeling.)
- define values.
  *(something that is valued can be an idea or thing that is considered to have worth, excellence, and importance.)
- provide some examples of attitudes.
- provide some examples of values.
- compare and contrast the concepts of attitudes and values.

2. Everyone Has Attitudes and Values: The students will understand that attitudes and values exist for everyone.

The students are able to:

- compare the attitudes of several people on the same topic.
- compare their own attitudes on that same topic.
- compare the values of several people on the same topic.
- compare their own values on that same topic.

3. Attitudes and Values Affect Decisions and Actions: The students will be aware of how attitudes and values affect decisions and actions.

The students are able to:

- recognize the relationship between decisions and actions.
- recognize that attitudes affect decisions.
- identify decisions that were influenced by attitudes.
- recognize that attitudes affect actions.
- identify some actions that were influenced by attitudes.
- recognize that values affect decisions.
- identify some decisions that were influenced by values.
- recognize that values affect actions.
- identify some actions that were influenced by values.

B. Planning Skills: Decisions Made by Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Decision-Making Process: The students will be aware of the decision-making process.

The students are able to:

- define the decision-making process as a series of sequential steps leading to a decision.
- recognize "identification of the problem or goal" as a part of the decision-making process.
- recognize "information-gathering" as a part of the decision-making process.
- recognize "determination of values and opinions (likes and dislikes) that relate to the problem or goal" as a part of the decision-making process.
- recognize "generating and reviewing alternatives" as a part of the decision-making process.

·recognize "reviewing possible consequences" as a part of the decision-making process.

·recognize "choice of an alternative (making the decision)" as a part of the decision-making process.

2. Decisions in Their Lives: The students will be aware of how their lives are influenced by the decisions they make.

The students are able to:

·identify a personal decision.

·examine the short range effects of that personal decision.

·examine the long range effects of that personal decision.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

1. Decision-Making Process: The students will be aware of the decision-making process.
*(This objective is the same as Goal B, Objective #1.)

The students are able to:

·define the decision-making process as a series of sequential steps leading to a decision.

·recognize "identification of the problem or goal" as a part of the decision-making process.

·recognize "information-gathering" as a part of the decision-making process.

·recognize "generating and reviewing alternatives" as a part of the decision-making process.

·recognize "reviewing possible consequences" as a part of the decision-making process.

- recognize "choice of an alternative (making the decision)" as a part of the decision-making process.

2. Decisions and Consequences: The students will be aware of the relationship between decisions and consequences.

   The students are able to:

   - define decisions.
   - define consequences.
   - identify a specific decision they have made.
   - examine the consequences of that decision.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

1. Planning Process: The students will understand the planning process.

   The students are able to:

   - define the planning process.
   - give general examples of the planning process.
   - give a personal example of the planning process.

2. Trial and Error: The students will understand the trial and error approach to a task.

   The students are able to:

   - define what is meant by trial and error.
   - give general examples of the trial and error approach to a task.

·give a personal example of the use of trial and error in task accomplishment.

#3. Planning Process and Trial and Error Process: The students will understand similarities and differences between the planning process and the trial and error process in task accomplishment.

The students are able to:

·explain the planning process.

·explain the trial and error process.

·compare and contrast the planning process and the trial and error process.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

1. Study and Learning Skills: The students will understand what constitutes effective study and learning skills.

The students are able to:

·define skill as it relates to study and learning skills.

·explain why reading and reading comprehension are effective study and learning skills.

·explain why writing is an effective study and learning skill.

·explain why attentiveness is an effective study and learning skill.

·explain why the ability to question is an effective study and learning skill.

#2. How Skills Apply to Situations: The students will understand how their effective study skills apply in a study situation.

The students are able to:

- define a study situation.
- identify their effective study skills.
- identify their own study situation.
- give examples of how their effective skills apply in that study situation.

F. Educational Environment: Using Listening and Speaking Skills

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

#1. Listening Skills: The students will understand listening skills and how to use them in the classroom.

The students are able to:

- define the concept of listening.
- recognize that attentiveness is a prerequisite for listening.
- illustrate the use of attentiveness for listening in the classroom.
- recognize that knowing when to listen and when to speak (timing) is a listening skill.
- illustrate the use of knowing when to listen and when to speak (timing) in the classroom.
- recognize that listening for the content of the speaker's message is a helpful skill.
- illustrate the use of listening for the content of the speaker's message in the classroom.
- recognize that listening to remember is a helpful skill.
- illustrate the use of listening to remember in the classroom.
- recognize that listening for the speaker's feelings is a helpful skill.
- illustrate the use of listening for feelings as it occurs in the classroom.

2. Speaking Skills: The students will understand speaking skills and how to use them in the classroom.

The students are able to:

- define what speaking means, as related to speaking skills.
- recognize the preliminary skills necessary before actual verbalization can occur.
  *(i.e. raising their hands to get attention, waiting until their turn to speak, responding when spoken to, etc.)
- illustrate the use of the preliminary skills necessary before actual verbalization in the classroom can occur.
- recognize that speaking distinctly is a helpful skill.
- illustrate the use of distinct speech in the classroom.
- recognize that speaking with an adequate voice level (not too loudly or too softly) is a helpful skill.
- illustrate the use of speaking with an adequate voice level in the classroom.
- recognize that responding appropriately is a helpful speaking skill.
- illustrate the use of appropriate responses in the classroom.
- recognize that contributing to the topic at hand is a helpful speaking skill.
- illustrate the use of contributions to the topic at hand in the classroom.
- recognize that responding about feelings is a helpful speaking skill.
- illustrate the use of feeling responses in the classroom.

G. Educational Environment: Evaluating Ability, Progress, and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

1. Methods of Evaluation: The students will understand various methods of evaluation.

The students are able to:

- define evaluation
- identify various methods of evaluation.
- explain about these methods of evaluation.
- give examples of the application of these various methods of evaluation.

2. Methods of Improvement: The students will be aware of various methods of improvement in subject areas.

The students are able to:

- define the concept of method of improvement.
- identify how a person can improve in a particular subject area.

H. Self Understanding: Individual Abilities Aid in Task Accomplishment

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

1. Development of Abilities: The students will be aware of the development of abilities in themselves and others.

The students are able to:

- define ability.
  *(ability: the power or skill to do some special thing.)
- identify some of their past abilities.
  *(i.e. abilities at different age levels: 0-2, 2-4, 4-6, . . . years of age.)
- identify some of their present abilities.
- identify some past abilities of others.

·identify some present abilities of others.

·recognize that abilities develop with both time and effort.

2. Abilities Contribute to Successful Daily Routine: The students will be aware of how the abilities of themselves and others can contribute to the success of daily routine.

The students are able to:

·define successful daily routine.

·identify how their own abilities contribute to a successful daily routine.

·identify how the abilities of others contribute to a successful daily routine.

I. Self Understanding: Learning in Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. Methods of Learning: The students will be aware of the various methods of learning.

The students are able to:

·recognize that experience (doing) is a method of learning.

·recognize that modeling is a method of learning.
*(modeling: learning by patterning after someone else.)

·recognize that exposure is a method of learning.
*(i.e. exposure through reading, listening to lectures, etc.; also exposure comes in varying degrees.)

2. Learning Methods in Their Lives: The students will understand various situations in their own lives where learning takes place by different methods.

The students are able to:

- give examples of situations where they have learned by experience.
- describe what they learned by experience.
- give examples of situations where they have learned by modeling.
- describe what they learned because of the modeling process.
- give examples of situations where they learned through exposure (reading, listening to lectures, etc.).
- describe what they learned because of the exposure method.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate value of clarifying and expanding their interests and capabilities.

1. Factors That Influence Interests and Capabilities: The students will be aware of factors that influence interests and capabilities.

   The students are able to:

   - define interests.
   - define capabilities.
   - recognize that parents influence interests and capabilities.
   - recognize that teachers influence interests and capabilities.
   - recognize that peers influence interests and capabilities.
   - recognize that sibling influence interests and capabilities.
     *(see Systematic Training for Effective Parenting, Parent's Handbook, Family Constellation, p. 23-24 by Dinkmeyer and McKay.)
   - recognize that circumstances influence interests and capabilities.
   - recognize that other significant adults influence interest and capabilities.
   - recognize that capabilities are 1) inherent and 2) affected by the environment.

·recognize that interests are totally affected by the environment.

#2. Interests and Capabilities Change: The students will be aware that interests and capabilities can change.

The students are able to:

·identify interests they have had in the past.

·identify capabilities they have had in the past.

·identify interests they have now.

·identify capabilities they have now.

·identify interests they might have in the future.

·identify capabilities they might have in the future.

·Recognize that interests and capabilities change or expand with time and need.

Domains, Objectives, Competencies

TASK DIRECTIONS

Following are all of the domains, objectives, and competencies for 5-6. This handout will be used periodically throughout the workshop.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students will be able to recognize that their behavior toward others affects other's behavior toward them.

1. Actions Affect Behavior: The students will be aware of how their actions affect the behavior of others.

The students are able to:

- recognize how their actions affect the emotions of others.
- recognize how their actions affect the decisions of others.
- recognize how their actions affect the conduct of others.
- recognize that the effectiveness of an action is determined by the type of response they receive from others.

#2. Relationship Between Actions and Responses: The students will be aware of the relationship between actions and responses.

The students are able to:

- define action.
- define response.
- recognize the following relationship between action and response: an action occurs, the person "thinks" and "feels" about that action, then the person gives his response. The logic of a person's response is dependent upon the logic of his thinking and feeling about the action.
  *(See A Guide to Rational Living by Ellis and Harper.)

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

#1. Making and Keeping Friendships: The students will understand the process of making and keeping friendships.

The students are able to:

·explain why making and keeping friends is a basic human need.

·explain why caring about others is a basic key to making and keeping friendships.

·explain why desire for friendship is a requirement for making and keeping friendships.

·provide examples of ways they can initially act friendly as a means of making new friendships.
*(i.e., speaking kindly, being genuinely interested; sharing activities, experiences, feeling, etc.)

·explain why the development of trust is important in keeping friendships.

·explain why the development of loyalty is important in keeping friendships.

·provide examples of how the above factors can apply in friendships.

·provide examples of how the above factors relate to group friendship skills.
*(i.e., as relating to cliques, etc.)

·explain how cliques can affect friendships.

2. Effectiveness of Their Own Friendship Skills: The students will evaluate the effectiveness of their own friendship skills.

The students are able to:

·list the friendship skills of an ideal person.

·list their own friendship skills.

·evaluate their own friendship skills as effective or ineffective.

.describe methods of change for those friendship skills they have judged as ineffective.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

#1. Methods of Expression: The students will understand the various methods of expressing opinions and beliefs.

The students are able to:

- provide examples of verbal methods of expressing opinions and beliefs.
- provide examples of nonverbal methods of expressing opinions and beliefs.
- illustrate those methods of expression which encourage others to listen.
- illustrate those methods of expression which encourage others to respond.
- compare and contrast methods of expression which encourage others to listen and to respond.
- provide examples of methods of expression which are used in group situations.
- provide examples of methods of expression which are used in one-to-one situations.
- compare and contrast the methods of group expression and one-to-one expression.

2. Their Own Methods of Expression: The students will evaluate their own methods of expressing opinions and beliefs.

The students are able to:

- describe their own verbal methods of expressing opinions and beliefs.
- describe their own nonverbal methods of expressing opinions and beliefs.
- describe their own methods of expression which encourage others to listen.
- describe their own methods of expression which encourage others to respond.
- describe their own methods of expression that they use in group situations.
- describe their own methods of expression that they use in one-to-one situations.
- evaluate their methods of expressing opinions and beliefs as effective or ineffective.
- describe methods of change for those methods of expression they judged to be ineffective.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occurring in a group situation.

1. Relationship Between Rights of Self and Rights of Others: The students will understand the relationship between the rights of self and the rights of others in group situations.

   The students are able to:

   - compare and contrast the give-and-take relationship between the rights of self and the rights of others.

2. Characteristic Behavior Patterns: The students will be aware of the characteristic behavior patterns (roles) that develop as a part of group interaction.

The students are able to:

- define group interaction.
- recognize that the role of leader is a characteristic behavior pattern which develops as a part of group interaction.
- recognize that the role of listener is a characteristic behavior pattern which develops as a part of group interaction.
- define the role of gatekeeper in group interaction.
- recognize that the role of gatekeeper is a characteristic behavior pattern which develops as a part of group interaction.
- define the role of advocate in group interaction.
- recognize that the role of advocate is a characteristic behavior pattern which develops as a part of group interaction.

3. Behavior in Group Interactions: The students will be aware of their own behaviors in group interactions.

The students are able to:

- define socially acceptable behavior in group interactions.
- list their own socially acceptable behaviors in group interactions.
- list their own socially unacceptable behaviors in group interactions.

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

1. Effects of Cooperativeness: The students will understand the effects of their cooperativeness with both peers and adults.

The students are able to:

- define cooperativeness.
  *(cooperativeness: working together toward a common goal.)
- provide examples of their cooperativeness with peers.
- provide examples of their cooperativeness with adults.
- explain about some of the helpful effects of their cooperativeness with both peers and adults.
- explain about some of the harmful effects of their cooperativeness with both peers and adults.

2. Effects of Competitiveness: The students will be aware of the effects of their competitiveness with both peers and adults.

The students are able to:

- define competitiveness.
  *(competitiveness: contending with others for profit, prize, or position; a contest.)
- provide examples of their competitiveness with peers.
- provide examples of their competitiveness with adults.
- explain about some of the helpful effects of their competitiveness with both peers and adults.
- explain about some of the harmful effects of their competitiveness with both peers and adults.

3. Differences and Similarities Between Competitiveness and Cooperativeness: The students will be aware of the differences and similarities between competitiveness and cooperativeness.

The students are able to:

- recognize that competitiveness and cooperativeness are both ways of getting things accomplished.

- recognize that both competitiveness and cooperativeness can be helpful.

- recognize that both competitiveness and cooperativeness can be harmful.

- recognize that the emphasis of competitiveness is different from the emphasis of cooperativeness.
  *(i.e., competitiveness tends to draw people apart, while cooperativeness tends to bring people closer together.)

- recognize that competitiveness generally involves "winners and losers", while cooperativeness does not use that type of terminology.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and process of establishing an effective relationship with their families.

#1. Process of Establishing Effective Family Relationships: The students will understand the process of establishing effective family relationships.

Using a hypothetical family situation, the students are able to:

- define effective family relationship.

- provide examples which show that the belief that all persons are equal in worth and dignity is a part of the process of establishing effective family relationships.

- provide examples which show that respect is a part of the process of establishing effective family relationships.

- provide examples which show that listening is a part of the process of establishing effective family relationships.

- provide examples which show why communication skills are necessary for the process of establishing effective family relationships.

- provide examples which show that cooperation is a part of the process of establishing effective family relationships.

- provide examples which show ways of handling disagreement or conflict as a part of the process of establishing effective family relationships.

- explain what comprises a family meeting.
  *(i.e., reference: Raising a Responsible Child or the S.T.E.P. Parent's Handbook, both by D. Dinkmeyer and G. McKay.)

- provide examples which show that regular family meetings can be a helpful part of the process of establishing effective family relationships.

2. Results of Effective Family Relationships: The students will be aware of the results that come from having effective family relationships.

   From a hypothetical family situation, the students are able to:

   - recognize the resulting feelings when the belief that all persons are equal in worth and dignity is a part of the family relationship.

   - recognize the resulting feelings when respect is a part of the family relationship.

   - recognize the resulting feelings when listening is a part of the family relationship.

   - recognize the resulting feelings when communication skills are a part of the family relationship.

   - recognize the resulting feelings when cooperation is a part of the family relationship.

   - recognize the resulting feelings and the effects when regular family meetings (as proposed by Dinkmeyer and McKay) are a part of the family relationship.

G. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

1. Worthwhileness in Relation to Others: The students will be aware of methods of attaining feelings of worthwhileness in relation to other people.

   The students are able to:

   - recognize that when feelings of worthwhileness first begin to develop in an individual they do so in comparison to other people.
   - recognize that as feelings of worthwhileness mature the emphasis shifts from comparison with others to self actualization.
   - recognize that self awareness (physically, emotionally, intellectually, and socially) is a method of attaining feelings of worthwhileness.
   - recognize that meeting new challenges is a method of attaining feelings of worthwhileness.
   - recognize that being flexible in meeting the needs and demands of themselves and others is a method of attaining feelings of worthwhileness.
   - recognize that understanding the meaning and the effects of behavior (of themselves and others) is a method of attaining feelings of worthwhileness.
   - recognize that sensitivity to others is a method of attaining feelings of worthwhileness.
   - recognize that tolerance (understanding and accepting individual differences) is a method of attaining feelings of worthwhileness.

#2. Feelings of Worthwhileness: The students will understand their own feelings of worthwhileness.

   The students are able to:

   - describe general feelings of worthwhileness.

- provide examples of ways to attain and maintain these feelings of worthwhileness.

- describe their own feelings of worthwhileness

- provide examples of ways they have attained and maintained these feelings of worthwhileness.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

#1. Factors of Controlling Self and Environment: The students will be aware of factors involved in the process of controlling themselves and their environment.

The students are able to:

- recognize the following relationship: when an action occurs, the student "thinks" and "feels" about that action, then the student gives his response. The logic of a person's response is dependent upon the logic of his thinking and feelings about the initial action. If the student wishes to change his type of response to an action, then he will have to change his belief (thinking and feelings) about that action. *(See A Guide to Rational Living by Ellis and Harper.)

- recognize that controlling their attitudes and thinking process is a major factor involved in having some control over themselves.

- recognize that controlling their attitudes and thinking process is a major factor in having some control over their environment.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. Changes in Behaviors and Abilities: The students will understand the changes that occur in characteristic behaviors and abilities of self and/or others over time.

The students are able to:

- define the term "characteristic behavior patterns" as the ways a person usually acts.
- list characteristic behavior patterns of others at several stages, such as birth, age two, etc.
- list present characteristic behavior patterns of others.
- compare and contrast past and present behavior patterns of others.
- explain changes in physical and intellectual development in terms of time, needs, and interests.
- list their own characteristic behavior patterns at several stages, such as birth, age two, etc.
- list their own present characteristic behavior patterns.
- compare their own past and present behavior patterns.
- explain the changes in their own physical and intellectual development in terms of time, needs, and interests.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

#1. Consumer Skills Used and Needed by Different Groups: The students will understand the various consumer skills that are used and needed by different consumer groups.

The students are able to:

- identify several groups of consumers.
  *(i.e., children, adults, women, grandparents, teenagers, boys, etc.)
- identify consumer skills needed by each group such as distinguishing between necessities and non-necessities, and recognizing the influences of advertising.
- explain the difference between the skills needed by different groups.
- identify consumer aids such as guarantees, warantees, and consumer resources (literature, organizations, laws, etc.)

B. Daily Living: School Relevancy

The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social areas at their grade level.

The students are able to:

- list the school academic experiences they encounter at their grade level.

.list the school social experiences they encounter at their grade level.

#2. School Relates to the Worker: The students will understand how school academic and social areas relate to the role of worker on the job.

The students are able to:

- identify a worker role.
- list various activities of the worker on the job.
- relate school academic areas to worker activities.
- relate school social areas to worker activities.

3. School Relates to the Leisure Participant: The students will understand how school academic and social areas relate to the leisure participant.

The students are able to:

- identify a leisure participant role.
  *(i.e., golfer, diver, hunter, etc.)
- list various activities of the leisure participant.
- relate school academic areas to the activities of the leisure participant.
- relate school social areas to the activities of the leisure participant.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

#1. Situations Where People Are Dependent: The students will under-

stand situations where people are dependent upon each other to accomplish a task.

The students are able to:

- give examples of situations where they work with others to accomplish a task.
- give examples of situations where others depend on them to accomplish a task.
- give examples of situations where they depend on others to accomplish a task.
- give examples of situations where people work together.
- give examples of situations where people are dependent on each other.

D. Task Responsibility/Employability: Value from Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

#1. Personal Rewards: The students will understand the personal rewards available when a task is done well.

The students are able to:

- explain why and how external criteria (someone else's standards) determine if a task is well done.
- provide examples of extrinsic rewards available for those who do a task well.
- recognize that most extrinsic rewards are dependent upon external criteria for task accomplishment.
- explain why and how internal criteria (personal standards) determine if a task is well done.
- provide examples of intrinsic rewards available for those who do a task well.

·recognize that most intrinsic rewards are dependent upon one's internal criteria for task accomplishment.

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

#1. Processes and Steps of Task Accomplishment: The students will understand the major processes and the steps involved in task accomplishment.

The students are able to:

·give their own examples of the processes and steps involved in task accomplishment:

1. specify a task
2. explain the steps involved in planning for that task.
3. explain about the "doing" portion of the task.
4. explain about the steps involved in evaluating their task accomplishment.
5. explain about the steps involved in "redoing" the task if necessary

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students will be able to recognize certain personal characteristics that are related to job fields.

#1. Characteristics Relate to Jobs: The students will understand how some personal characteristics relate to job fields.

The students are able to:

·identify job fields and clusters.

·identify personal characteristics in terms of behavior and likes/dislikes.

·explain why certain personal characteristics might go with one cluster and not another.
*(i.e., The characteristic liking to be with people goes with Personal Service and not with Construction.)

2. Characteristics and Job Choices: The students will be aware of the importance of the relationship between personal characteristics and job choice.

When given a situation, such as a story or interview, the students are able to:

·recognize the consequences of personal characteristics not matching job choice.

·recognize the consequences of personal characteristics matching job choice.

G. Work and Leisure Environments: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Similarities and Differences: The students will understand the similarities and differences between work and leisure time activities.

The students are able to:

·define work activities.

·define leisure activities.

·give examples of work activities.

·give examples of leisure activities.

H. Work and Leisure Environments: Respect for Work Well Done

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

#1. Purpose Of Work Roles: The students will understand the purposes of various work roles.

The students are able to:

- list various work roles.
- give examples of the purpose of various work roles.

2. Respect for Any Work Done Well: The students will understand that respect is due to others for work that is well done, regardless of the nature of that work.

The students are able to:

- list work roles that are appealing to them.
- list work roles that are not appealing to them.
- give examples of appealing work that is done well.
- give examples of unappealing work that is done well.
- explain why respect is due for work well done - appealing or not.
- recognize reasons why respect is sometimes not given for work well done.
  *(i.e., low social status, unappealing, purpose seen as insignificant, etc.)

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

#1. Work Roles and Activities: The students will understand various work roles and activities performed by others.

The students are able to:

- identify the work roles and the activities of some adults.
- identify non-work roles and activities
  *(i.e., citizen, leisure participant, family member)
- give examples of work roles and activities performed by others.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

1. Work Roles and Activities: The students will understand various work roles and activities performed by others.
   *(This is identical to Goal I - Objective #1.)

   The students are able to:

   - identify the work roles and the activities of some adults.
   - identify non-work roles and activities.
     *(i.e., citizen, leisure participant, family member)
   - give examples of the work roles and the activities performed by others.

#2. Multiple Roles: The students will be aware that a worker may have multiple roles at the same time.

   The students are able to:

   - list workers and their activities.
   - list the different work roles of a particular worker.
   - list different roles, other than work roles, of that same worker.
   - recognize that a worker can have multiple roles at the same time.

K. Work and Leisure Environments: Interests and Abilities Relate To Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Interests And Abilities Relate To Clusters: The students will understand how interests and abilities relate to job clusters.

The students are able to:

·describe the U.S.O.E. Classification System.

U.S.O.E. Classification System

Divisions	Clusters
Service Group	Consumer Education and Homemaking Public Services Personal Services Hospitality and Recreation
Business Group	Business and Office Manufacturing Marketing and Distribution Transportation Construction
Science Group	Health Environmental Control Agri-business and Natural Resources Marine Science
Communication Group	Communications and Media Fine Arts and Humanities

- list the interests of people who hold jobs in various clusters.

- list the abilities of people who hold jobs in various clusters.

- explain why people with certain interests and/or abilities might choose a job in a particular cluster.

#2. Interests and Abilities Relate to Several Jobs: The students will be aware that interests and abilities can relate to several jobs.

The students are able to:

- when given an example of an interest, list those jobs that might satisfy that interest.

- when given an example of an ability, list those jobs that might use that ability.

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Life Styles: The students will be aware of various life styles.

The students are able to:

- define life style.
- list various life styles.
- identify life styles from example situations.

#2. Attitudes and Values Affect Decisions and Life Styles: The students will be aware of how attitudes and values affect decisions and life styles.

The students are able to:

- recognize the relationship between decisions and life styles.
- define attitude.
  *(attitude: way of thinking, acting or feeling.)
- recognize that attitudes affect decisions.
- define values.
  *(values are based on three processes: choosing freely from alternatives after consideration of the consequences, prizing or being happy with the choice and being willing to affirm that choice publicly, and acting or doing something with that choice.)
- recognize that values affect decisions.
- recognize that attitudes affect life styles.
- recognize that values affect life styles.

·identify decisions that are influenced by attitudes.

·identify decisions that are influenced by values.

·identify life styles that are influenced by attitudes.

·identify life styles that are influenced by values.

B. Planning Skills: Decisions Made by Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Students Lives' Are Influenced by Their Decisions: The students will be aware of how their lives have been, are, and will be influenced by the decisions they make.

The students are able to:

·identify a major personal decision they made in the past.

·examine the short range and long range effects of that decision.

·identify a major personal decision they are in the process of making.

·examine the possible short range and long range effects of that decision.

·identify a major personal decision that might be made in the future.

·speculate and examine the possible short range and long range effects of that decision.

#2. Students' Lives Are Influenced by Others' Decisions: The students will be aware of how their lives are influenced by decisions made by others.

The students are able to:

- identify decisions made by parents that influence their lives.
- describe how these decisions made by parents influence their lives.
- identify decisions made by teachers that influence their lives.
- describe how those decisions made by teachers influence their lives.
- identify decisions made by the peer-group that influence their lives.
- describe how those decisions made by the peer-group influence their lives.
- identify decisions made by government that influence their lives.
- describe how those decisions made by government influence their lives.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

#1. Alternative Decision-Making Courses And Consequences: The students will understand the relationship between alternative decision-making courses and consequences.

The students are able to:

- define the word alternative in terms of decision-making.
- define consequences.
- provide an example of a decision made concerning a specific problem.
- identify alternative decisions that could be made for the same problem.

·consider the consequences of each alternative decision that could be made for the same problem.

·explain about the relationship that exists between alternative decision-making courses and consequences.

2. Choices Within Decision-Making Courses: The students will understand about the choices within decision-making courses and their differing consequences.

The students are able to:

·identify a decision-making course.
*(i.e., a series of decisions relating to the same area such as career choice, choice of musical instrument to study, choice of friendship group, etc.)

·list the decisions made in that decision-making course.

·identify alternative decisions to those decisions that were listed.

·examine the differing consequences of those alternative decisions.

·define choice.

·give an example of a choice and explain what makes it a choice.

·explain about a personal decision-making course, the choices within that course, and varying consequences of the choices.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

#1. Planning Is More Effective Than Trial and Error: The students will understand that the planning process is a more effective approach for task accomplishment than trial and error.

The students are able to:

- define effectiveness in terms of efficiency, time resources, money resources, completed product or outcome, and quality of product or outcome.
- compare and contrast the effectiveness of the planning process with the effectiveness of trial and error.
- explain why the planning approach is more effective than the trial and error approach to a task.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

1. Study Systems: The students will be aware of how their study skills combine to form a study system.

The students are able to:

- define study system.
- identify the factors that are involved in a study system. *(i.e., SQR^3= surveying + questioning + reading + writing + reciting)
- identify the skills needed in a study system.
- identify their own effective skills.
- recognize how their own effective skills incorporate into a personal study system.

#2. Importance of an Effective Study System: The students will understand the importance of developing their own effective study system.

The students are able to:

- define an effective study system.

- recognize the consequences of a consistent and effective study system.
- recognize the consequences of having no consistent, effective study system.
- examine their own study system.
- compare their own study system to their definition of an effective study system.
- identify those skills, if any, which need to be changed to make their system more effective.

F. Educational Environment: Using Listening and Speaking Skills

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

1. Applications of Listening Skills: The students will understand the applications of listening skills and how to use them in the classroom.

   The students are able to:

   - provide examples of the use of attentiveness as a listening skill.
   - use attentiveness as a listening skill in the classroom.
   - provide examples of timing (knowing when to listen and when to speak) as a listening skill.
   - use timing (knowing when to listen and when to speak) in the classroom.
   - provide examples where listening for the content of the speaker's message proves to be a helpful skill.
   - use listening for the content of the speaker's message in the classroom.
   - provide examples where listening to remember proves to be a helpful skill.

·use listening to remember in the classroom.

·provide examples where listening for the speaker's feeling and hidden messages proves to be a helpful skill.

·use listening for feeling and hidden messages in the classroom.

·define a feeling response.
*(reference: Dr. Robert Carkhoff: Helping And Human Relations, Volume 1 and 2.)

·recognize from examples various feeling responses.

·use feeling responses in the classroom.

·define and recognize I-messages.
*(reference: Dr. Thomas Gordon: P.E.T.)

·use I-messages in the classroom.

#2. Application of Speaking Skills: The students will understand the applications of speaking skills and how to use them in the classroom.

The students are able to:

·recognize that different speaking skills are needed for one-to-one situations and for group situations.

·explain how preliminary skills that are necessary before actual verbalization apply in a one-to-one situation.
*(i.e., getting attention, taking turns to speak, responding when spoken to, etc.)

·explain how preliminary skills that are necessary before actual verbalization apply in group situations.

·explain how speaking distinctly applies in a one-to-one situation.

·explain how speaking distinctly applies in group situations.

·explain how speaking with an adequate voice level applies in a one-to-one situation.

- explain how speaking with an adequate voice level applies in group situations.

- explain how responding appropriately applies in a one-to-one situation.

- explain how responding appropriately applies in group situations.

- explain how contributing to the topic at hand applies in a one-to-one situation.

- explain how contributing to the topic at hand applies in group situations.

- explain how responding about feeling applies in a one-to-one situation.

- illustrate the various methods of responding about feelings in a one-to-one situation.
*(i.e., feeling responses see Carkhoff; I-messages see Gordon)

C. Educational Environment: Evaluating Ability, Progress, and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

#1. Applying Methods of Evaluation: The students will understand how to apply various methods of evaluation in determining ability, progress, and the effectiveness of methods of improvement in various subject areas.

The students are able to:

- select a subject area topic.

- pretest (evaluate) themselves to understand their initial ability or level of knowledge.

- preform the assignment(s).

- test (evaluate) their progress concerning the subject area topic.

·perform (or redo) the assignments.

·test (evaluate) their total progress at the end.

·determine if a method of improvement is needed.

·construct and follow through with the method of improvement.

·test (evaluate) for further progress to determine whether or not the method of improvement was effective.

H. Self Understanding: Individual Abilities Aid in Task Accomplishments

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

#1. Ability Differences Contribute To Task Completion: The students will understand how individual ability differences contribute to the completion of specific tasks.

The students are able to:

·define ability
*(ability: the power or skill to do some special thing.)

·describe how individual abilities differ.

·give examples of a specific task in a project.

·recognize which abilities contribute best to the completion of specific tasks and to the project as a whole.

I. Self Understanding: Learning in Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. The Learning Process: The students will understand the learning process.

The students are able to:

- recognize that initial exposure (through experience, reading, listening, modeling, etc.) is part of the learning process.

- provide examples where initial exposure has been part of their learning process.

- recognize that repetition of exposure is part of the learning process.

- provide examples where repetition of exposure has been part of their learning process.

- recognize that responding is a part of the learning process.

- provides examples where responding has been part of their learning process.

- recognize that reinforcement (internal or external) is part of the learning process.

- provide examples where reinforcement has been part of their learning process.

#2. Learning In Others' Lives: The students will be aware of the learning that takes place in the life situations of others.

The students are able to:

- examine various life situations of others.

- identify where and what learning took place in those life situations of others.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

1. Expanding Interests and Capabilities: The students will be aware of how interests and capabilities can be expanded.

   The students are able to:

   - define interest.
   - recognize that interests can be expanded through experience.
   - recognize that interest can be expanded through exposure.
   - define capability.
   - recognize that capabilities can be expanded through exposure.
   - recognize that capabilities can be expanded through practice.

2. Consequences of Expanding Interests and Capabilities: The students will be aware of the consequences of expanding interests and capabilities.

   The students are able to:

   - identify an expanded interest in their lives.
   - examine the consequences (both internal and external) of that expanded interest.
   - identify an expanded capability in their lives.
   - examine the consequences (both internal and external) of that expanded capability.

Competencies and Performance Indicators

TASK DIRECTIONS

Look at this handout and pay particular attention to the performance indicators listed. Discuss with your group the feasibility of these indicators for your children.

Developmental Level K-1

Domain: Interpersonal Effectiveness

Goal: The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

Developmental Objective 2: The students will be aware of different types of responses.

Competencies:

a. ·define what a verbal response is.

b. ·identify verbal responses in terms of statements, questions, or exclamations.

c. ·recognize verbal responses that relate to the topic of discussion.

d. ·define a nonverbal response.

e. ·recognize ways that silence can be used as a response.

f. ·recognize ways that body language can be used as a response.

g. ·recognize that understanding the meaning of non-verbal responses is important.

Performance Indicators:

For Competency a. : Each student will tell the rater or teacher what a verbal response is by giving an example or saying in

words that it has to do with talking.

For Competency b. : Given a combination of five verbal statements, questions, or exclamations, the student will call four by the correct name.

For Competency c. : During a discussion, students will demonstrate listening skills by responding appropriately to the discussion topic with an opinion, statement or question in an audible voice.

For Competency d. : Each student will tell the rater or teacher what a nonverbal response is by giving an example or saying in words that it has to do with answering someone or showing how you feel without using words.

For Competency e. : In a classroom setting, students will use silence as a correct response.

For Competency f. : Students will name five ways nonverbal responses can be used.

For Competency g. : During a game of Charades, students will verbally give the meaning of nonverbal responses.

Materials: Examples of statements, questions, exclamations. Topics for Charades.

Arrangements: Individual meetings with children, regular classroom activities, game of Charades.

Competencies and Performance Indicators

TASK DIRECTIONS

Look at this handout and pay particular attention to the performance indicators listed. Discuss with your group the feasibility of these indicators for your children.

Developmental Level 2-4

Domain: Interpersonal Effectiveness

Goal C: The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

Developmental Objective 1: The students will be aware of the various methods of expressing opinions and beliefs.

Competencies: The students are able to:

a. list verbal methods of expressing opinions and beliefs.

b. list nonverbal methods of expressing opinions and beliefs.

c. recognize those methods of expression which encourage others to listen.

d. recognize those methods of expression which encourage others to respond.

Performance Indicators:

For Competency a. : During a classroom discussion, students will participate in contributing to a list of ways of expressing opinions and beliefs.

For Competency b. : Given a homework assignment, students will observe in the home or in a gathering of people, at least five ways of nonverbally expressing opinions and beliefs and will list them on paper.

HANDOUT #3

For Competency c. : Students will demonstrate in small group situations, ways of encouraging others to listen.

For Competency d. : During a game or playground activity, each student will encourage someone else to respond and will be able to tell about it during a classroom circle discussion.

Materials: Indoor games, outdoor cooperative recess games, paper, classroom sized charts, forms for recording observations.

Arrangements: Normal classroom and playground activities should be sufficient.

Competencies and Performance Indicators

TASK DIRECTIONS

Look at this handout and pay particular attention to the performance indicators listed. Discuss with your group the feasibility of these indicators for your children.

Developmental Level 5-6

Domain: Interpersonal Effectiveness

Goal C: The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

Developmental Objective 1: The students will understand the various methods of expressing opinions and beliefs.

Competencies: The students are able to:

a. *provide examples of verbal methods of expressing opinions and beliefs.

b. *provide examples of nonverbal methods of expressing opinions and beliefs.

c. *illustrate those methods of expression which encourage others to respond.

d. *illustrate those methods of expression which encourage others to listen and to respond.

e. *provide examples of methods of expression which are used in group situations.

f. *provide examples of methods of expression which are used in one-to-one situations.

g. *define the role of gatekeeper in group interaction.

h. *recognize that the role of gatekeeper is a characteristic behavior pattern which develops as a part of group interaction.

i. *define the role of advocate in group interaction.

j. *recognize that the role of advocate is a characteristic behavior pattern which develops as a part of group interaction.

Performance Indicators:

For Competency a. : The student will write five examples of verbal expressions of opinions or beliefs.

For Competency b. : The student will write five examples of ways of expressing opinions or beliefs nonverbally.

For Competency c. : The student will be able to demonstrate in interaction in a small group at least three ways of encouraging others to respond.

For Competency d. : The student will demonstrate in a small group setting at least three ways of encouraging others to listen and to respond.

For Competency e. : The student will list five ways people express themselves in groups.

For Competency f. : The student will list five ways people express themselves in interacting with one other person.

For Competency g. : The student will write a definition of the role of gatekeeper in a group.

For Competency h. : In a description of the process of group interaction, the student will include the role of gatekeeper and how it develops.

For Competency i. : The student will write a definition of the role of advocate in a group.

For Competency j. : In a description of the process of group interaction, the student will include the role of advocate and how it develops.

Materials: Paper

Arrangements: Small group discussions, regular classroom activities.

THE RATING SCALE: CHOOSING A DEGREE OF PROFICIENCY

TASK DIRECTIONS

In your small group, look through this handout and discuss within your group application within the classroom.

0	1	2	3
I	I	I	I
No Competency 0%	Minimum Level Competency 30%	Functional Level Competency 60%	Mastery Level Competency 90%

The rater has four ratings to choose from when evaluating student performance of each Developmental Objective. The rater should think of this scale as a continuum ranging from zero to 100 percent. Since the number of Competencies vary from Objective to Objective, the number of Competencies representing a specific percentage will also vary. An explanation of the meaning of each rating is given below:

NO COMPETENCY -0- To obtain this rating for a Developmental Objective, the student is not able to demonstrate skill in the Competencies stated for that Objective.

MINIMUM LEVEL COMPETENCY -1- To obtain this rating for the Developmental Objective, the student will be able to demonstrate skill in only the most basic Competencies stated for that Objective. On a percentage basis, this would mean that the student is able to

demonstrate skill in at least 30% of the Competencies for the Objective being rated.

FUNDAMENTAL LEVEL COMPETENCY -2- To obtain this rating for a Developmental Objective, the student is able to demonstrate skill in most of the Competencies stated for that Objective. On a percentage basis, this would mean that the student is able to demonstrate skill in at least 60% of the Competencies for the Objective being rated.

MASTERY LEVEL COMPETENCY -3- To obtain this rating for a Developmental Objective, the student must demonstrate skill in most of the Competencies stated for the Objective. On a percentage basis, this would mean that the student demonstrates skill in at least 90% of the Competencies for the Objective being rated.

DIRECTIONS FOR RATING STUDENTS

This section of the manual explains in detail the mechanics of rating a student on Career Guidance Skills. Examples of completed forms may be found immediately following these directions.

Know the Criteria Skills

The first step in beginning to rate students on the Career Guidance Skills is for the rater to become THOROUGHLY FAMILIAR with the Goals, Developmental Objectives, and Competencies for the child's level, K-1, 2-4, or 5-6.

It is important because the rater must be alert to the behaviors that show skills to be rated as they occur in informal situations, during discussions, on tests, during written activities, and in one-to-one interaction between students. The rating of a child should not be based on one incident alone. Several observations of skill in an area might be recorded in a log or on

a check sheet before the child is rated.

Time

The process of rating, that is the awareness of the child's skills by the rater, will take several months unless a prerating is done. The actual marking of the rating sheets should not require more than a day or two.

Prerating

In the case of prerating, the rater will not have more than a few weeks in which to observe the children; the rating will be made on less information than will a rating that occurs in the spring.

Postrating

In the case of the postrating, the rater will have an entire school year in which to observe the child.

Filling out the Rating Form

1. As the rater sits down to the actual task of filling out the Rating

Filling out the Rating Form, Continued

Forms found in the Cumulative Student Folder, the following materials will be needed:
logs notes, skill check sheets, the child's Folder and from it, the Rating Form for the appropriate level, K-1, 2-4, or 5-6, the Developmental Profile, and the Criteria Skill List for the appropriate grade level from the Rater's Manual. Other sundry items such as writing instruments in more than one color may be needed.

2. Write the student's name on the tab of the Cumulative Student Folder if this is the first Rating for this student due to his or her being in Kindergarten or being transferred from a school where no Rating was done.

3. Remove the Competency Rating Scale Form from the Folder and circle the appropriate season found in the upper

Filling out the Rating Form, Continued

lefthand corner of the Form and the appropriate grade found in the upper right-hand corner. Fill in the student's name and your name. At this point, it will be necessary to refer to the Criteria Skill List from this Manual.

4. Begin the Rating by referring to the Criteria Skill List and the first goal under the Interpersonal Effectiveness Domain. Read the Goal, the first Developmental Objective, and the Competencies under it. Reflect on the student's behavior and refer to any notes you might have in the log on this student's performance for this Developmental Objective or specific Competencies under it. At the K-1 level, there are 16 Competencies under the first Developmental Objective. If you feel the child has demonstrated skill in none of them, circle the zero for rating of that Developmental

Filling out the Rating Form, Continued

Objective, if the child has demonstrated skill in five of the Competencies, circle the one, if 10 circle the two and if 14 to 16 circle the three.

5. Complete the next Objective Rating in the same manner. Then, to find the average rating for that Goal, add the two Ratings and divide by two. Always divide by the number of Ratings that went into the sum; that is the same as the number of Developmental Objectives for that Goal.

6. Continue in the same manner until the child has been rated on all of the Developmental Objectives for the Interpersonal Effectiveness Domain. At that point, it is necessary to find a Domain Average Rating for the child. To do this, sum the ratings of the Developmental Objectives, divide by the total number of Developmental

Filling out the Rating Form, Continued

Objectives and record the Average Domain Rating on the blank provided for it on the Competency Rating Scale Form. That is found at the end of the ratings for that Domain. The AVERAGE Domain Rating will be recorded on the Classroom Profile.

7. It is now time to transfer the Rating to the Developmental Profile graphs. First, fill out the information on the cover sheet of the Developmental Profile. This includes the student's name, birthdate, school and school district and location. Sign the line beside the appropriate grade level and fill in the current date. In the case of a prerating and postrating, extra dates and signatures may be crowded in. Locate the sheet for the Interpersonal Effectiveness Domain. Locate the appropriate grade level graph on that sheet. Place a dot on the intersecting

Filling out the Rating Form, Concluded

lines of the Goal letter and the average Goal rating for that Goal on the chart. This is obtained from the Competency Rating Scale Form you just completed.

Classroom Profile

The Classroom Profile may be used in two ways. It may be used at the end of the school year as the rater rates the children. It may be used by a teacher in the Fall as he or she makes yearly plans for a new class. It may be completed from the end of the year ratings or from the preratings of the current year.

The Average Domain Ratings for each student in the class are used for this Profile. Several Classroom Profile Charts may be found in the Appendix of this Manual.

Refer to the following page for an example partially completed Classroom Profile Chart.

To use the Profile, complete the

Classroom Profile

Concluded

identifying information on the page. Each graph represents one of the three Domains: Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. Enter the children's names, in alphabetical order if you wish, on the blanks beside the graph. Place a dot at the intersection of the child's name and his or her Average Domain Rating (0 1 2 3) for each Domain. When all children's ratings have been recorded, draw lines connecting the dots for each Domain to give you a profile of your class' standing on the Career Guidance skills by Domain.

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher Mrs. Cook Year 77-78 Date May 15, 197

Student's Name	DOMAIN I	DOMAIN II	DOMAIN III
	0 1 2 3	0 1 2 3	0 1 2 3
1. Garth Boyd			
2. Peter Chandler			
3. Suzanne McBride			
4. Nancy Evans			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

DOMAIN I - INTERPERSONAL EFFECTIVENESS DOMAIN
DOMAIN II - WORK AND LIFE SKILLS DOMAIN
DOMAIN III - LIFE CAREER PLANNING DOMAIN

TASK DIRECTIONS

Compare these forms with handout #1 for the match-up.

(Circle one) **COMPETENCY RATING SCALE FORM** (Circle one)

Spring / Fall

Interpersonal Effectiveness Domain

Kindergarten / Grade 1

Student's Name _____ **Rater** _____

Rating Scale: 0 — 1 — 2 — 3

0	1	2	3
No Competency 0%	Minimum Level Competency 30%	Functional Level Competency 60%	Mastery Level Competency 90%

Directions: Circle the number of the Rating of the student's performance ability for each Objective. Determine the average ability for a Goal by dividing the sum of scores by the number of Developmental Objectives.

	Rating	Average
A. Human Relations Skills: Behavior Affects Behavior		
1. Interpersonal Relationships	0 1 2 3	
2. Responses	0 1 2 3	_____
B. Human Relations Skills: Friendships		
1. Friendship Characteristics	0 1 2 3	_____
C. Human Relations Skills: Expressing Opinions and Beliefs		
1. Responses	0 1 2 3	_____
D. Human Relations Skills: Acceptable Behaviors in Groups		
1. Group Situations	0 1 2 3	
2. Behaviors That Help or Hinder	0 1 2 3	_____
E. Relating With Significant Others: Competitiveness and Cooperativeness		
1. Cooperativeness	0 1 2 3	
2. Competitiveness	0 1 2 3	_____
F. Relating With Significant Others: Family Relationships		
1. Roles of Family Members	0 1 2 3	
2. Family Relationships: Their Own	0 1 2 3	_____

	Rating	Average
G. Self Validation: Worthwhileness		
1. Distinguishing Factors	0 1 2 3	
2. Feelings and Causes	0 1 2 3	_____
H. Self Validation: Control Over Self and Environment		
1. Affecting Things and Others	0 1 2 3	_____
I. Self Validation: Individual Differences		
1. People: Alike or Different	0 1 2 3	_____

Average Interpersonal Effectiveness Domain Rating _____

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Developed by Margaret S. Gunderson, Nancy Rose Milner, and Earl J. Moore
University of Missouri-Columbia

COMPETENCY RATING SCALE FORM

Life Career Planning Domain

	Rating	Average
A. Planning Skills: Attitudes and Values Affect Decisions, Actions and Life Styles		
1. Attitudes and Values	0 1 2 3	
2. Everyone Has Attitudes and Values	0 1 2 3	_____
B. Planning Skills: Decisions Made By Self and Others		
1. Decision-Making	0 1 2 3	
2. Everyone Makes Decisions	0 1 2 3	_____
C. Planning Skills: Alternative Decision-Making Courses		
1. Decision-Making	0 1 2 3	
2. Everyone Makes Decisions	0 1 2 3	_____
D. Planning Skills: Planning vs. Trial and Error		
1. Planning Process	0 1 2 3	
2. Trial and Error	0 1 2 3	_____
E. Educational Environment: Demonstrating Effective Study and Learning Skills		
1. Study and Learning Skills	0 1 2 3	_____
F. Educational Environment: Using Listening and Speaking Skills		
1. Listening Skills	0 1 2 3	
2. Speaking Skills	0 1 2 3	_____
G. Educational Environment: Evaluating Ability, Progress and Methods of Improvement		
1. Evaluation	0 1 2 3	_____
H. Self Understanding: Individual Abilities Aid in Task Accomplishment		
1. Abilities	0 1 2 3	_____

I. Self Understanding: Learning in Life Situations

1. Learning	0 1 2 3	
2. Learning in Their Lives	0 1 2 3	_____

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

1. Interests and Capabilities	0 1 2 3	_____

Average Life Career Planning Domain Rating _____

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COMPETENCY RATING SCALE FORM

Work and Life Skills Domain

	Rating	Average
A. Daily Living: Consumer Skills		
1. The Consumer	0 1 2 3	_____
B. Daily Living: School Relevancy		
1. School Experiences	0 1 2 3	
2. School Relates to Family	0 1 2 3	_____
C. Task Responsibility/Employability: Dependency in Task Accomplishment		
1. Participation	0 1 2 3	_____
D. Task Responsibility/Employability: Value From Tasks Well Done		
1. Ability to Accomplish Tasks	0 1 2 3	_____
E. Task Responsibility/Employability: Purpose and Steps of a Task		
1. Tasks	0 1 2 3	
2. Task Purpose	0 1 2 3	_____
F. Task Responsibility/Employability: Personal Characteristics and Job Fields		
1. Jobs	0 1 2 3	_____
G. Work and Leisure Environment: Work and Leisure Activities		
1. Work	0 1 2 3	
2. Leisure	0 1 2 3	
3. Work Activities	0 1 2 3	
4. Leisure Activities	0 1 2 3	_____
H. Work and Leisure Environment: Respect for Work Done Well		
1. Work Roles of Those Around Them	0 1 2 3	
2. Work Role Purposes	0 1 2 3	
3. Respect	0 1 2 3	_____

	Rating	Average
I. Work and Leisure Environment: All People Work		
1. Work	0 1 2 3	
2. Work Activities	0 1 2 3	
3. Family Members Work	0 1 2 3	
J. Work and Leisure Environment: Work Roles Change/Multiple Roles		
1. Change	0 1 2 3	
2. Worker	0 1 2 3	
K. Work and Leisure Environment: Interests and Abilities Relate to Job Clusters		
1. Jobs	0 1 2 3	
2. Job Fields Relate	0 1 2 3	

Average Work and Life Skills Domain Rating _____

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TASK DIRECTIONS

Compare these forms with handout #1 for the match-up.

(Circle one) **COMPETENCY RATING SCALE FORM** (Circle one)

Spring
Fall

Interpersonal Effectiveness Domain

Grade 2
Grade 3
Grade 4

Student's Name_____ Rater_____

Rating Scale: 0 1 2 3

No Competency 0%	Minimum Level Competency 30%	Functional Level Competency 60%	Mastery Level Competency 90%

Directions: Circle the number of the Rating of the student's performance ability for each Objective. Determine the average ability for a Goal by dividing the sum of scores by the number of Developmental Objectives.

	Rating	Average
A. Human Relations Skills: Behavior Affects Behavior		
1. Types of Responses	0 1 2 3	
2. Actions of Others Affects Behavior	0 1 2 3	_____
B. Human Relations Skills: Friendships		
1. Friendship Characteristics	0 1 2 3	
2. Making and Keeping Friendships	0 1 2 3	_____
C. Human Relations Skills: Expressing Opinions and Beliefs		
1. Opinions, Beliefs and Facts	0 1 2 3	
2. People Have Opinions and Beliefs	0 1 2 3	
3. Methods of Expression	0 1 2 3	_____
D. Human Relations Skills: Acceptable Behaviors in Groups		
1. Behaviors That Help or Hinder	0 1 2 3	
2. Rights of Self and Others	0 1 2 3	_____

	Rating	Average
E. Relating With Significant Others: Competitiveness and Cooperativeness		
1. Effects of Cooperativeness	0 1 2 3	
2. Effects of Competitiveness	0 1 2 3	_____
F. Relating With Significant Others: Family Relationships		
1. Process of Establishing Effective Family Relationships	0 1 2 3	_____
G. Self Validation: Worthwhileness		
1. Activities	0 1 2 3	
2. Personal Characteristics	0 1 2 3	_____
H. Self Validation: Control Over Self and Environment		
1. Control Over Self	0 1 2 3	
2. Control Over Environment	0 1 2 3	_____
I. Self Validation: Individual Differences		
1. Behavior Patterns and Abilities in Self and Others	0 1 2 3	_____
Average Interpersonal Effectiveness Domain Rating		_____

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COMPETENCY RATING SCALE FORM

Work and Life Skills Domain

	Rating	Average
A. Daily Living: Consumer Skills		
1. Consumer Skills They Use	0 1 2 3	_____
B. Daily Living: School Relevancy		
1. School Experiences	0 1 2 3	
2. School Relates to the Citizen	0 1 2 3	_____
C. Task Responsibility/Employability: Dependency in Task Accomplishment		
1. Others Need Help	0 1 2 3	_____
D. Task Responsibility/Employability: Value From Tasks Well Done		
1. Tasks They Do Well	0 1 2 3	
2. Criteria for Successful Task Accomplishment	0 1 2 3	_____
E. Task Responsibility/Employability: Purpose and Steps of a Task		
1. Tasks	0 1 2 3	
2. Task Purpose	0 1 2 3	
3. Process in Task Accomplishment	0 1 2 3	_____
F. Task Responsibility/Employability: Personal Characteristics and Job Fields		
1. Job Categories	0 1 2 3	
2. Personal Characteristics	0 1 2 3	
3. Characteristics Relate to Jobs	0 1 2 3	_____
G. Work and Leisure Environments: Work and Leisure Activities		
1. Work and Leisure	0 1 2 3	
2. Work Roles	0 1 2 3	
3. Leisure Roles	0 1 2 3	
4. Work and Leisure Activities Change	0 1 2 3	_____

	Rating	Average
H. Work and Leisure Environments: Respect For Work Done Well		
1. Purposes of Work Roles	0 1 2 3	
2. Effects of Quality Work	0 1 2 3	
3. Respect	0 1 2 3	_____
I. Work and Leisure Environments: All People Work		
1. Work	0 1 2 3	
2. How They and Others Work	0 1 2 3	_____
J. Work and Leisure Environments: Work Roles Change/Multiple Roles		
1. Work Role	0 1 2 3	
2. Career	0 1 2 3	
3. Change in Work Roles	0 1 2 3	_____
K. Work and Leisure Environments: Interests and Abilities Relate to Job Clusters		
1. Job Clusters	0 1 2 3	
2. Jobs Relate to Other Jobs	0 1 2 3	
3. Interests and Abilities Relate to Jobs	0 1 2 3	_____
Average Work and Life Skills Domain Rating		_____

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COMPETENCY RATING SCALE FORM

Life Career Planning Domain

	Rating	Average
A. Planning Skills: Attitudes and Values Affect Decisions, Actions and Life Styles		
1. Attitudes and Values	0 1 2 3	
2. Everyone Has Attitudes and Values	0 1 2 3	
3. Attitudes and Values Affect Decisions and Actions	0 1 2 3	_____
B. Planning Skills: Decisions Made By Self and Others		
1. Decision-Making Process	0 1 2 3	
2. Decisions in Their Lives	0 1 2 3	_____
C. Planning Skills: Alternative Decision-Making Courses		
1. Decision-Making Process	0 1 2 3	
2. Decisions and Consequences	0 1 2 3	_____
D. Planning Skills: Planning vs. Trial and Error		
1. Planning Process	0 1 2 3	
2. Trial and Error	0 1 2 3	
3. Planning Process/Trial and Error	0 1 2 3	_____
E. Educational Environment: Demonstrating Effective Study and Learning Skills		
1. Study and Learning Skills	0 1 2 3	
2. How Skills Apply to Situations	0 1 2 3	_____
F. Educational Environment: Using Listening and Speaking Skills		
1. Listening Skills	0 1 2 3	
2. Speaking Skills	0 1 2 3	_____

	Rating	Average
G. Educational Environment: Evaluating Ability, Progress and Methods of Improvement		
1. Methods of Evaluation	0 1 2 3	
2. Methods of Improvement	0 1 2 3	
H. Self Understanding: Individual Abilities Aid in Task Accomplishment		
1. Development of Abilities	0 1 2 3	
2. Abilities Contribute to Successful Daily Routine	0 1 2 3	
I. Self Understanding: Learning in Life Situations		
1. Methods of Learning	0 1 2 3	
2. Learning Methods in Their Lives	0 1 2 3	
J. Self Understanding: Clarifying and Expanding Interests and Capabilities		
1. Factors That Influence Interests and Capabilities	0 1 2 3	
2. Interests and Capabilities Change	0 1 2 3	

Average Life Career Planning Domain Rating _____

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TASK DIRECTIONS

Compare these forms with handout #1 for the match-up.

(Circle one) **COMPETENCY RATING SCALE FORM** (Circle one)

Spring **Interpersonal Effectiveness Domain** Grade 5
Fall Grade 6

Student's Name_____ Rater_____

Rating Scale:

0	1	2	3
No Competency 0%	Minimum Level Competency 30%	Functional Level Competency 60%	Mastery Level Competency 90%

Directions: Circle the number of the Rating of the student's performance ability for each Objective. Determine the average ability for a Goal by dividing the sum of scores by the number of Developmental Objectives.

	Rating	Average
A. Human Relations Skills: Behavior Affects Behavior		
1. Actions Affect Behavior	0 1 2 3	
2. Relationship Between Actions and Responses	0 1 2 3	_____
B. Human Relations Skills: Friendships		
1. Making and Keeping Friendships	0 1 2 3	
2. Effectiveness of Their Own Friendship Skills	0 1 2 3	_____
C. Human Relations Skills: Expressing Opinions and Beliefs		
1. Methods of Expression	0 1 2 3	
2. Their Own Methods of Expression	0 1 2 3	_____
D. Human Relations Skills: Acceptable Behaviors in Groups		
1. Relationship Between Rights of Self and Rights of Others	0 1 2 3	
2. Characteristic Behavior Patterns	0 1 2 3	
3. Behavior in Group Interactions	0 1 2 3	_____

	Rating	Average
E. Relating With Significant Others: Competitiveness and Cooperativeness		
1. Effects of Cooperativeness	0 1 2 3	
2. Effects of Competitiveness	0 1 2 3	
3. Differences and Similarities Between Competitiveness and Cooperativeness	0 1 2 3	_____
F. Relating With Significant Others: Family Relationships		
1. Process of Establishing Effective Family Relationships	0 1 2 3	
2. Results of Effective Family Relationships	0 1 2 3	_____
G. Self Validation: Worthwhileness		
1. Worthwhileness in Relation to Others	0 1 2 3	
2. Feelings of Worthwhileness	0 1 2 3	_____
H. Self Validation: Control Over Self and Environment		
1. Factors of Controlling Self and Environment	0 1 2 3	_____
I. Self Validation: Individual Differences		
1. Changes in Behaviors and Abilities	0 1 2 3	_____

Average Interpersonal Effectiveness Domain Rating _____

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Developed by Margaret S. Gunderson, Nancy Ross Milner, and Earl J. Moore
University of Missouri-Columbia

COMPETENCY RATING SCALE FORM

Work and Life Skills Domain

	Rating	Average
A. Daily Living: Consumer Skills		
1. Consumer Skills Used and Needed by Different Groups	0 1 2 3	_____
B. Daily Living: School Relevancy		
1. School Experiences	0 1 2 3	
2. School Relates to the Worker	0 1 2 3	
3. School Relates to the Leisure Participant	0 1 2 3	_____
C. Task Responsibility/Employability: Dependency in Task Accomplishment		
1. Situations Where People Are Dependent	0 1 2 3	_____
D. Task Responsibility/Employability: Value from Tasks Well Done		
1. Personal Rewards	0 1 2 3	_____
E. Task Responsibility/Employability: Purpose and Steps of a Task		
1. Processes and Steps of Task Accomplishment	0 1 2 3	_____
F. Task Responsibility/Employability: Personal Characteristics and Job Fields		
1. Characteristics Relate to Jobs	0 1 2 3	
2. Characteristics and Job Choices	0 1 2 3	_____
G. Work and Leisure Environments: Work and Leisure Activities		
1. Similarities and Differences	0 1 2 3	_____
H. Work and Leisure Environments: Respect for Work Done Well		
1. Purpose of Work Roles	0 1 2 3	
2. Respect for Any Work Done Well	0 1 2 3	_____
I. Work and Leisure Environments: All People Work		
1. Work Roles and Activities	0 1 2 3	_____

	Rating	Average
J. Work and Leisure Environments: Work Roles Change/Multiple Roles		
1. Work Roles and Activities	0 1 2 3	
2. Multiple Roles	0 1 2 3	
K. Work and Leisure Environments: Interests and Abilities Relate to Job Clusters		
1. Interests and Abilities Relate to Clusters	0 1 2 3	
2. Interests and Abilities Relate to Several Jobs	0 1 2 3	

Average Work and Life Skills Domain Rating _____

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COMPETENCY RATING SCALE FORM

Life Career Planning Domain

	Rating	Average
A. Planning Skills: Attitudes and Values Affect Decisions, Actions and Life Styles		
1. Life Styles	0 1 2 3	
2. Attitudes and Values Affect Decisions and Life Styles	0 1 2 3	_____
B. Planning Skills: Decisions Made by Self and Others		
1. Students' Lives are Influenced by Their Decisions	0 1 2 3	
2. Students' Lives Are Influenced by Others' Decisions	0 1 2 3	_____
C. Planning Skills: Alternative Decision-Making Courses		
1. Alternative Decision-Making Courses and Consequences	0 1 2 3	
2. Choices Within Decision-Making Courses	0 1 2 3	_____
D. Planning Skills: Planning vs. Trial and Error		
1. Planning is More Effective Than Trial and Error	0 1 2 3	_____
E. Educational Environment: Demonstrating Effective Study and Learning Skills		
1. Study Systems	0 1 2 3	
2. Importance of an Effective Study System	0 1 2 3	_____
F. Educational Environment: Using Listening and Speaking Skills		
1. Applications of Listening Skills	0 1 2 3	
2. Applications of Speaking Skills	0 1 2 3	_____
G. Educational Environment: Evaluating Ability, Progress and Methods of Improvement		
1. Applying Methods of Evaluation	0 1 2 3	_____
H. Self Understanding: Individual Abilities Aid in Task Accomplishment		
1. Ability Differences Contribute to Task Completion	0 1 2 3	_____

	Rating	Average
I. Self Understanding: Learning in Life Situations		
1. The Learning Process	0 1 2 3	
2. Learning in Others' Lives	0 1 2 3	_____
J. Self Understanding: Clarifying and Expanding Interests and Capabilities		
1. Expanding Interests and Capabilities	0 1 2 3	
2. Consequences of Expanding Interests and Capabilities	0 1 2 3	_____

Average Life Career Planning Domain Rating _____

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University of Missouri-Columbia

COMPREHENSIVE CAREER GUIDANCE COMPETENCY RATING SCALE

DEVELOPMENTAL PROFILE

Student's Name _____ Birthdate _____

School _____

School District, City, State _____

	Rater's Signature	Rating Date
Kindergarten	_____	_____
First Grade	_____	_____
Second Grade	_____	_____
Third Grade	_____	_____
Fourth Grade	_____	_____
Fifth Grade	_____	_____
Sixth Grade	_____	_____

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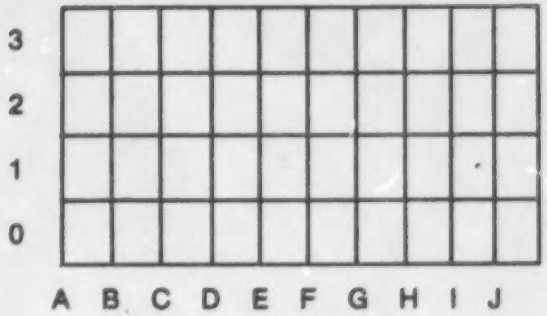
DEVELOPMENTAL PROFILE: LIFE CAREER PLANNING DOMAIN

Grades K-6

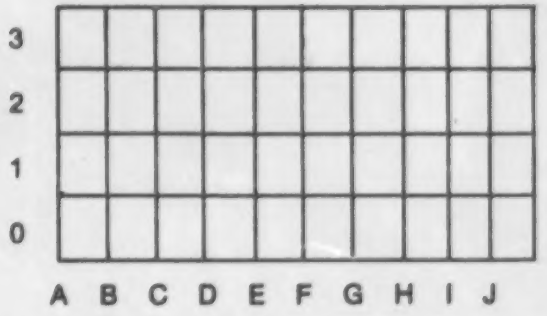
Student's Name_____

Kindergarten Year:

First Grade Year:

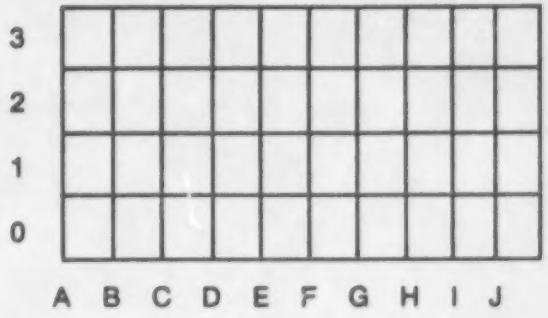


Second Grade Year:

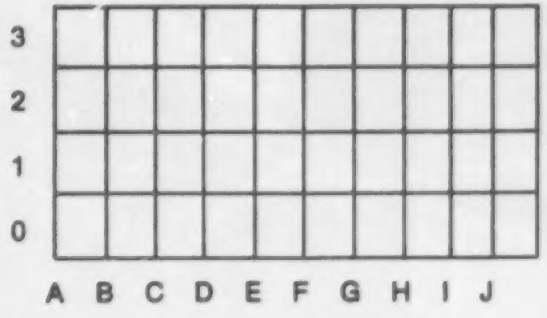


Third Grade Year:

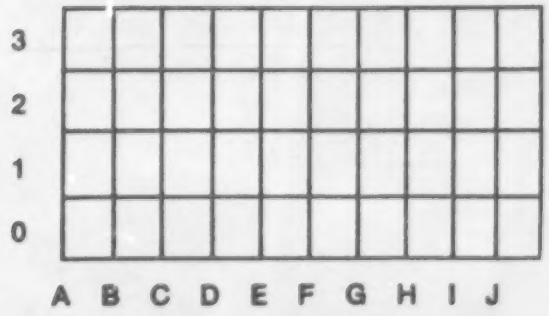
Fourth Grade Year:



Fifth Grade Year:



Sixth Grade Year:

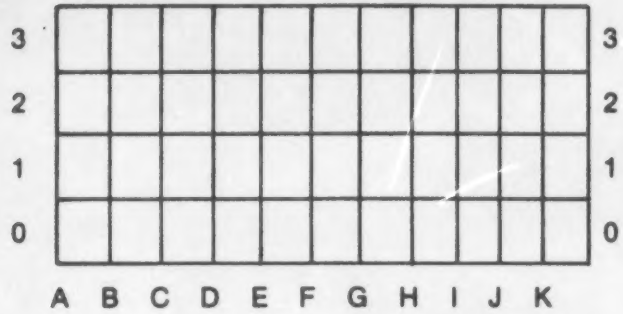


DEVELOPMENTAL PROFILE: WORK AND LIFE SKILLS DOMAIN

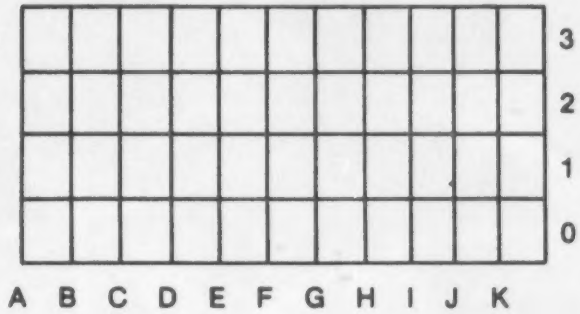
Grades K-6

Student's Name _____

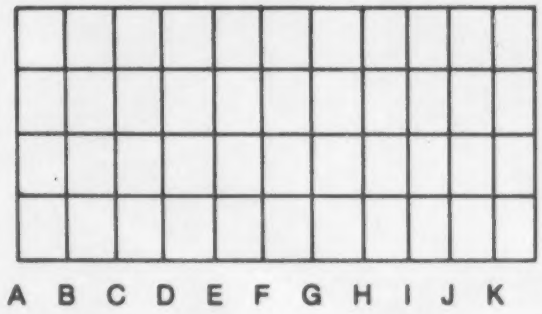
Kindergarten Year:



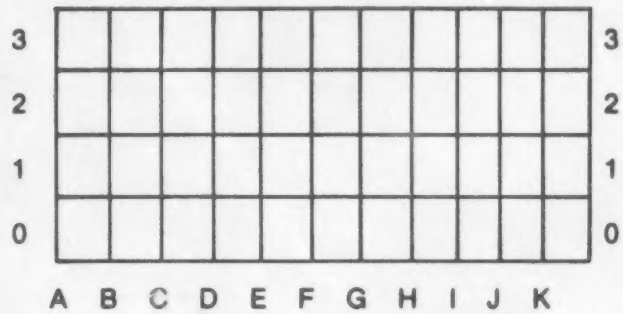
First Grade Year:



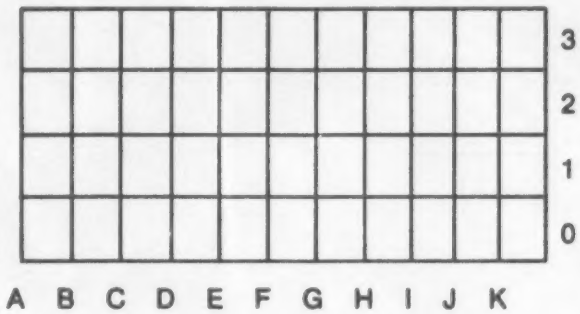
Second Grade Year:



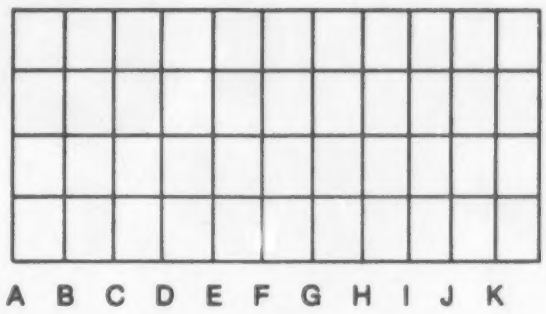
Third Grade Year:



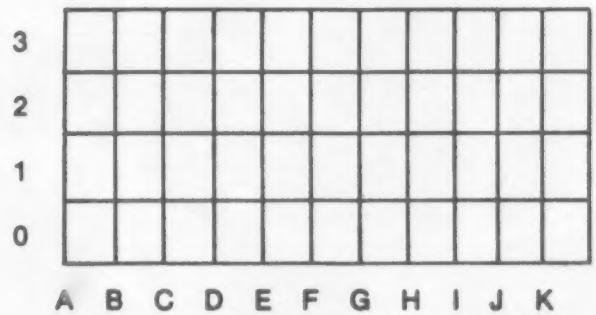
Fourth Grade Year:



Fifth Grade Year:



Sixth Grade Year:

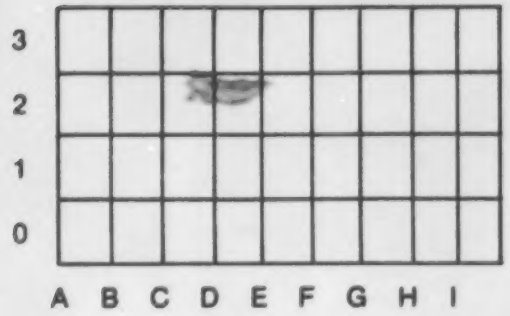


DEVELOPMENTAL PROFILE: INTERPERSONAL EFFECTIVENESS DOMAIN

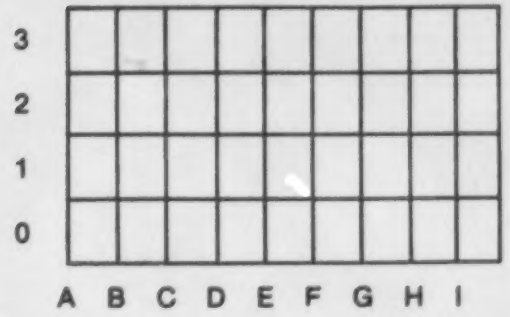
Grades K-6

Student's Name_____

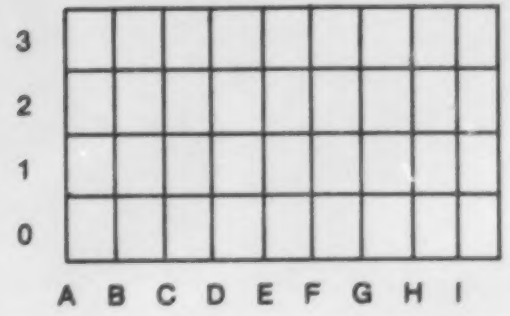
Kindergarten Year:



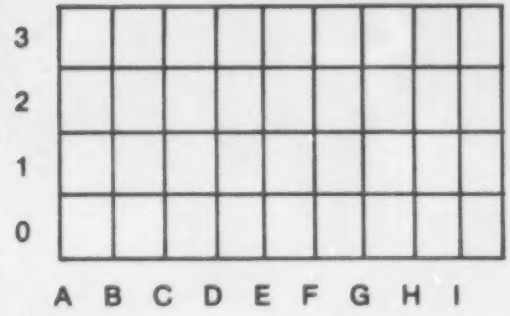
First Grade Year:



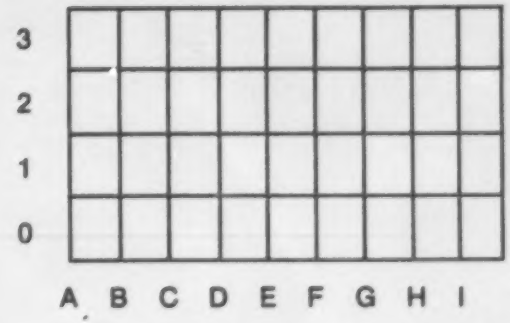
Second Grade Year:



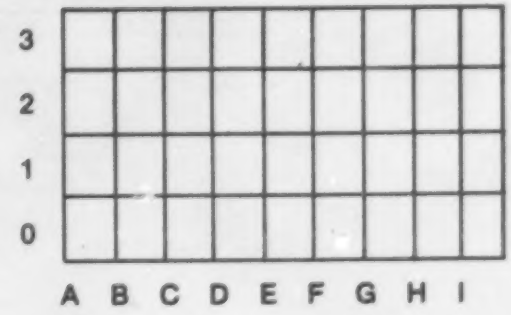
Third Grade Year:



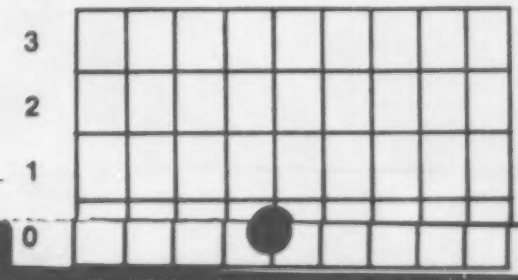
Fourth Grade Year:



Fifth Grade Year:



Sixth Grade Year:



ADDED COMMENTS

Use the space below to record any additional descriptions of this child's behavior which you think are striking or characteristic, or may not be sufficiently covered by the scales.

Positive Focus

TASK DIRECTIONS

Read through the directions for the activity you just experienced. Notice the infusion possibilities listed on the last two pages.

EDUCATORS' INFORMATION

Subject Matter Area Math, Social Studies, Language Arts

Class Grouping Groups of three

Total Time One class period

Concepts and Vocabulary Focus, sticking to the subject

Educator's Preparation Tasks None

Materials/Resources None

Skills Listening, speaking, focusing on the speaker, communication skills

The Positive Focus Game by Saville Sax is a technique for helping students understand and develop basic communication skills. In this game students learn to focus complete attention on the person who is talking, to hear, to respect, and to try to understand how he or she feels. This technique can also help build self concept: it gives students total attention and feeling that what they have to say is important. Sax devised it for older students.

Elliott Seif designed a simpler version for elementary students: Game of It. It is this simpler version which forms the basis of this activity. Our thanks to Sax and Seif (Howe and Howe, 1975, pages 56-63).

PROCESS

a. Introduce the concept of <u>focus</u> as "trying to see something more clearly" or "trying to make something more clear".

Tell the students they will be playing a game where they will be focusing on the ideas of one another. There will be three players in each group. Tell them that, like all games, this one has rules. Write the headings as you tell the students the explanations given in the boxes:

FOCUS
DRAW OUT
ACCEPT

(1) Focus:

> The focus person is to be the absolute center of attention for two whole minutes. The other group members can do and say nothing to turn the group's attention to themselves. They can't argue, express their opinions, or disagree. They must save their opinions for later when they are the focus person or center of attention.

(2) Draw out:

> The other two people ask questions to draw out the focus person. The questions should help the focus person explain his or her ideas. The questions should help keep the focus person on the subject. If the focus person feels the question is not helpful, he or she may say so with such statements as:
>
> "That's off the subject."
> "Tell how you feel when it's <u>your</u> turn."

(3) Accept.

> The two questioners should try hard to understand the focus person's point of view. They do not have to agree with it, but they must accept his or her right to say it. They should encourage him or her with:
>
> "I understand what you are saying."
> "I understand why you feel that way."
> nods and smiles.

b. Explain the procedure of the game. The focus person is "it" for two minutes. The other two people are asked to listen to the "it" person, not to talk except to ask questions that will help "it" explain. At the end of the two minutes, the other two people try to remember what the "it" person said and repeat it back to him. (This obviously calls for listening effort and concentration.)

Each focus person will spend the two minutes speaking on the topic, "My Dream House".

Adaptation

Use this Game of It format to give children practice solving math word problems.

Use it also when emotions are running high--when they all want to express their opinions on heated topics.

Use "My Dream House" as a Decision Time or learning center independent activity. Have the students find magazine pictures of rooms that they like.

The Career Education concept of this activity might enter the academic curriculum along with any of the following subject matter concepts. The activity can also be used to introduce the concepts.

GRADE TWO

Math

1. Linear measure: inch, foot, and yard
2. Geometry: square, rectangle, triangle, circle, straight line, and square corner
3. Interpretation of a chart or diagram (Use a house plan or blueprint.)

Social Studies

1. Expression of ideas important to self
2. Taking turns
3. Different homes found in North America
4. North America: continent, countries, oceans, and climate

Health

1. Importance of friendly, outgoing attitudes toward others

Science

1. Weather and climate variations in North America

...continued

GRADE THREE

Math

1. Using a metric ruler
2. Writing fractions
3. Measuring objects to the nearest 1/2 inch and 1/4 inch
4. Comparing simple fractional numbers: greater than $>$, less than $<$, and is equal to $=$

Social Studies

1. Location of continents
2. Location of oceans
3. Dwellings of people in different cultures

GRADE FOUR

Math

1. Numerator
2. Denominator
3. Mixed numbers
4. Selection of appropriate measurement instrument
5. Linear units of metric measurement
6. Geometry: point, line, line segment, ray, angle, plane, right angle, obtuse angle, and acute angle
7. Perimeter: triangle, square, and rectangle
8. Area: square, rectangle, and triangle
9. Formula used to solve simple word problems

Social Studies

1. Map symbols
2. Map scale: measuring distance
3. Psychological effects of color and examples of this principle in public buildings

TASK DIRECTIONS

Go through the following activity and along the left-hand margin write in adaptations that would be necessary for you to adapt this activity for your classroom.

ACTIVITY THREE: LIKE-DISLIKE CONTINUUM K-1

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Social Studies, Health

Class Grouping Whole Class

Total Time One class period

Concepts and Vocabulary Like, dislike, feelings, ideas, opinions

Educator's Preparation Tasks Draw a smiling face on one paper and a frowning face on another. Post them at opposite ends of a wall or of the chalkboard.

Materials/Resources None

Skills Listening, comprehending, applying information to oneself

PROCESS

a. Begin this activity by asking some voting questions of the students. They can show like by raising their hands or dislike by not raising their hands. Have them raise their hands if they like:

-chocolate milk
-helping at home
-television cartoons
-spiders
-raw carrots
-doing exercises
-pork and beans
-baseball
-bugs
-playing with friends
-hot dogs
-having stories read aloud
-cats
-drawing pictures
-singing
-hearing angry people fight
-ice cream

b. Direct their attention to the smiling and frowning faces. You will ask the questions again. To show they like something, they will stand under the smiling face. To show they do not like

it they will stand under the frowning face. They can also stand in the middle to show that their feelings are somewhere between like and dislike. They can stand anywhere along the line to show a whole range of feelings.

Ask for ten students to come and stand on the line to show how they feel about:

-chocolate milk
-helping at home
-television cartoons
-spiders
-raw carrots
-doing exercises

Have these students return to their seats.

Ask for another ten students to place themselves on the line to show how they feel about:

-pork and beans
-baseball
-bugs
-hot dogs
-having stories read aloud
-cats

Have these students return to their seats.

Ask those remaining to place themselves on the line to show how they feel about:

-drawing pictures
-singing
-hearing angry people fight
-ice cream
-playing with friends.

c. In closing, help the students arrive at some conclusions about their opinions and ways to express them. Some of the conclusions are presented for you:

(1) People have different opinions or feelings about something.

(2) We don't all <u>like</u> everything.

(3) We don't all <u>dislike</u> everything.

(4) We don't always have strong feelings about something.

(5) We may have any opinion we want!

Define non-verbal expression as <u>showing</u> how we feel without using words. Tell them they have just used two methods of non-verbal expression: raising hands and placing themselves on the continuum. Together, list other means of non-verbal expression, such as gestures, body language, and facial expressions.

TASK DIRECTIONS

Go through the following activity and along the left-hand margin write in adaptations that would be necessary for you to adapt this activity for your classroom.

ACTIVITY THREE: SIX BEES 2-4

EDUCATORS' INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Whole class

Total Time Two or three class periods

Concepts and Vocabulary Good listener, prepared, confident, opinion, sincere, understandable, tactful

Educator's Preparation Tasks Duplicate for each learner a copy of Resource section pages 86 and 87.

Materials/Resources Two sticks for each learner about eight inches long, crayons, paste, scissors, pencils

Skills Ability to relate information to oneself

PROCESS

a. Call attention to the friendship wall comic pages relating to conversation (see ACTIVITY TWO: FRIENDSHIP WALL COMICS).

-Page 2 Be pleasant.
-Page 3 Be interested in what other people are doing.
-Page 5 Try to avoid remarks that hurt others.
-Page 19 Like and feel good about yourself.

Explain that conversation has two parts: listening and speaking. Today we are going to learn some speaking skills. These skills should help us to say what we think. To help us learn these skills we are going to use six be's. Direct their attention to the chart. As you read each item, ask the learners to help provide examples.

1. Be a good listener. Then others will listen to you.

2. Be prepared. Know what you're talking about.

3. Be confident. You have a right to your opinion.

4. Be sincere. Mean what you say.

5. Be understandable. Say what you mean and say it clearly.

6. Be tactful. Say something the way you would like to hear it.

b. Explain that they will be making scroll movies of six scenes from their lives. The movie frames have been prepared. They are to make drawings of occasions from their own lives when they used one of the reminders to help them speak up. If no such occasions come to mind, they may make them up.

Explain the sequence of steps on the top of Resource pages 86-87.

c. Allow necessary time for completion.

Adaptation

This activity can be completed by students in their spare time or used as reading seatwork.

d. Then process the activity by assembling the children in small groups. The learners can then take turns showing their "movies" and explaining them.

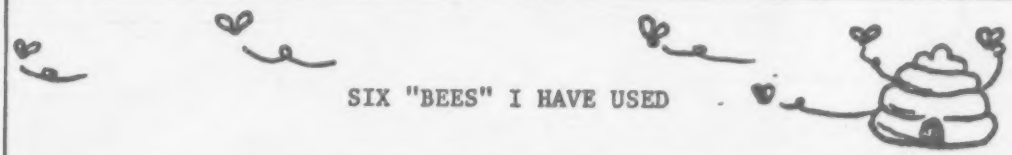
Extend this to other language arts activities. Use it as an introduction to homonyms. (Two words sound alike, are spelled differently, and mean different things.)

Use it also to introduce puns. Youngsters of this age are great punsters. (A pun is a play on a word.) In greeting cards the wrong meaning of a word is often the subject of the illustration. Set up a learning station where they can design greeting cards using puns. Let them display their finished products.

1. Cut.
2. Paste strips together.
3. Draw and color.
4. Paste the long strips to sticks.

Suggested for use with
ACTIVITY THREE

Put paste in this box. Attach this to your stick.



SIX "BEES" I HAVE USED

1. Be a good listener.

Then others will listen to you.

2. Be prepared.

Know what you're talking about.

3. Be confident.

You have a right to your opinion.

Suggested for use with
ACTIVITY THREE

Put paste in this box. Attach this strip to the other one.
4. Be sincere. Mean what you say.
5. Be understandable. Say what you mean and say it clearly.
6. Be tactful. Say something the way you would like to hear it.
Put paste in this box. Attach this to your other stick.

TASK DIRECTIONS

Go through the following activity and along the left-hand margin write in adaptations that would be necessary for you to adapt this activity for your classroom.

ACTIVITY THREE: "I" MESSAGES 5-6

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Five small groups

Total Time Three class periods

Concepts and Vocabulary Relationship, friendship, mutual respect, words that label feelings, synonyms, dictionary, thesaurus, specific behavior, problem ownership

Educator's Preparation Tasks Read through the entire activity. Prepare the chart described in (d) above. Read Gordon, 1970, Chapters 6 and 7 (optional).

Materials/Resources Five long strips of adding machine paper or something similar, five paper sacks, scissors

Skills Listening, comprehending, relating information to oneself, speaking, group work skills

Infuse this Career Guidance concept with any or all of the following Language Arts skills:

- -synonyms
- -developing vocabulary
- -slang
- -idioms
- -spelling
- -use of dictionary
- -use of thesaurus
- -categorizing words

PROCESS

a. For this first class period divide the students into five small groups. Select a volunteer to be recorder for each group. Give to each recorder a long strip of paper (adding machine tape would do nicely) on which they are to brainstorm a list of words which describe feelings. Introduce the word synonym: a word having the same or nearly the same meaning. Participants can look up synonyms of the brainstormed words when they get stuck. This is an excellent opportunity to review the use of a thesaurus. If you have enough, give a few thesauri and dictionaries to each group. Have each group compile a list of words that describe feelings. Allow 10-15 minutes. Then have each recorder read the group's list aloud. When finished, develop with the students the idea that there are many words which can be used to describe our feelings.

b. For this next class period, you will cut the adding machine tapes into small paper strips with one word on each strip. Divide the strips equally among five paper sacks. Arrange the students in their original small groups from (a) above. Each student will draw a strip from the sack and will try to think of a situation where he or she could have had, or did have, that feeling. The student will use that word in an "I" message. He or she will also state in that sentence the situation related to the feeling. The sentence will be: "I feel/felt _____ because _____." Allow each student a couple of turns.

c. Now have the students imagine themselves expressing a feeling to a family member or good friend--someone with whom they share mutual respect. They will again draw a feeling word label from the sack. This time they are to imagine that the feeling was caused by a behavior or an action of the other person. The student will use the word in an "I" message and will name a specific behavior or action of the imagined person as the cause of those feelings. The sentence to complete is: "I feel/felt _____ because you _____."

> The teacher may need to be alert to words that cause problems. In this case, the student may draw a different strip.

d. Process the activity by giving information about when "I" messages are appropriate. "I" use them when "I" am the one who is upset; when "I" own the problem. No one else in the relationship feels upset; "I" own the problem. When I can say "The problem is mine," that's when I use an "I" message to express my problem or upset feelings. These messages are helpful to people who respect and care about each other. They don't work very well with people who don't care about one another and who don't have a relationship of respect. Now tell the students that "I" messages take practice, effort, and some risk.

Imagine Joe and Tracy standing in the hall by the open locker they share. For no apparent reason Joe says to Tracy, "You are a smelly, rotten stinkbug!" and walks away angrily. Tracy has no idea why Joe said that but yells after him, "So are you!" Now they're both upset, and neither knows why.

Let's start again with this little scene and pretend that Joe uses an "I" message in the hall by the open locker they share. Joe says to Tracy, "I feel like throwing up because moldy tennis shoes make me sick." The "I" message accomplishes two things:

(1) Joe feels better because he took care of his own need to express his upset feelings.

(2) Tracy has a chance to change his behavior (take the tennis shoes home for a washing) if he chooses to do so.

Ask students to think of other advantages and problems of using "I" messages. Urge them to try the "I" message with family and friends and to use it when they have a problem. They can write their pros and cons in Decision Time on a chart which you have labeled:

"I" MESSAGES	
Advantages	Problems

Leave the chart up for several weeks. You add to it also. Then you may want to spend a few minutes reviewing the information in (d) above.

Save the five sacks of feeling word labels for a subsequent activity.

END